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Abstract of the proceedings of  
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gether with relevant legisla-

tion, being a revision of the  
original abstract covering the  
years 1877 to 1928

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ABSTRACT  
of the  
PROCEEDINGS  
of

The Department of Education  
Province of Ontario

1871 to 1958

Together with Relevant Legislation  
being

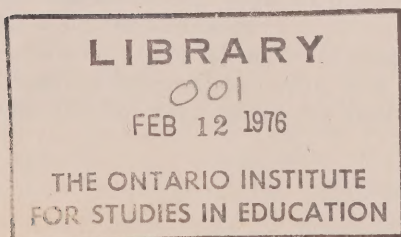
A revision and extension of the original

Abstract covering the years 1877 to 1928.

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Prepared by G. N. Bramfitt

1960





Abstract of the Proceedings  
of the Department of Education for Ontario

This Abstract was commenced in 1877 following the appointment of the Hon. Adam Crooks in 1876 as Minister responsible to the Legislature for this newly-established Department. It was initiated by the Deputy Minister, J. George Hodgins, LL.D., Barrister-at-Law, and continued by an anonymous writer until 1928, and by the present writer until 1959.

During the earlier of these periods much that seemed at the time deserving of record, even in some detail, appears now of lesser importance in tracing the development of our public educational system. For example, considerable space was devoted to recording discussions in the House and proposed amendments which failed to result in legislation; these were, of course, of interest at the time as voicing current public opinion and attitudes. Again, the population was still predominantly rural and the administrative unit the School Section. Much of the Minister's Reports was, therefore, devoted to arousing local pride in the school, e.g. the cult of Arbour Day. The Reports from 1885 onward often gave the exact number of trees planted each year, and in the rural schools which survive, the custom is still honoured.

By the early 20th century the most pressing concern of the Department was the extension of secondary education through the village Continuation Schools, the Report of 1905 devoting ten full pages to it. These objects are again set forth in the Report for 1914\* as briefly:

- (1) Secondary education for rural communities,
- (2) Education along agricultural lines,
- (3) Rural pupils as teachers of rural schools.

In regard to (1) they were almost uniformly successful, as attested by the number of their graduates, now old, who rose to eminence in the professions.\*\* In regard to (2) they did much to raise agriculture towards professional status. In regard to (3) they eased the transition from an agricultural to an industrial era. In 1940, however, the extension of the system of highways and modern rapid transportation made the traditional rural school both uneconomical and unequal to the demands of a modern curriculum. On the other hand, the campaign for larger units of school administration - e.g. the Township\*\*\* has been increasingly successful.

In this current revision of the "Proceedings" from 1876 to 1928, therefore, the present writer has endeavoured to select those which appear of the greatest significance in their result. At the same time reference to legislation was often expressed in such vague and general terms as to give the student no clear idea of its actual provisions;

\*Also 1921, '23, '24, '30, '40, '50, '54.

\*\*Including two former Ministers of Education, Hon. L.J. Simpson M.D. and Hon. W.J. Dunlop LL.D.

\*\*\*Urged by Ryerson as early as 1846; authorized by The Common Schools Act 1859 on a voluntary basis, but requiring continuous effort by the Department from 1921 (11 Geo.V. Ch. 89) onwards for its complete acceptance.



an attempt is made here, therefore, to present synopses which will be both brief and definite and yet a guide to more detailed study.

### The Transition Period

Although the record of the "Proceedings" does not commence until 1876 (the year before the publication of the Minister's first Report) the school system, both elementary and secondary, must be considered as having been established in its present form by the Act of 1871, "An Act to Improve the Common and Grammar Schools of the Province of Ontario" (34 Victoria, Ch. 33, 15th February, 1871). It is true that this legislation was the product of an earlier administration, the Council of Public Instruction, presided over by the Chief Superintendent, a civil servant, but it marked the climax of thirty years of effort by Dr. Ryerson to give the Province a system of school education both universal and free. Indeed, even in 1874, when Ryerson himself had become convinced that education should be administered by an elected member of the Cabinet responsible directly to the Legislature rather than by a civil servant, in "An Act to amend and consolidate the Public School Law" (37 Vict. Ch. 28) a Preliminary Enacting Clause decrees that "The Existing School Arrangements are to be continued".\* In the interests of continuity it would seem advisable, therefore, to commence the Abstract with the year 1871.

By the Act of Union the provinces of Lower and Upper Canada were united as the Province of Canada under one Legislature with the same laws applicable to both. It immediately became evident, however, that in the matter of education this plan must prove inoperative. Education in Quebec had been the concern of the Church whereas in Upper Canada it was largely non-sectarian. Again the municipal systems differed; in Lower Canada the unit was the Parish, in Upper Canada the Township, with larger units called Districts which later became Counties. In both former Provinces Crown Lands had been set aside for the support of education but the distribution of proceeds from their sale required a census of the population which had never been made in the Lower Province. It was decided, therefore, that laws governing education should be adapted to each of the former Provinces respectively. Legislation of 1841, therefore, authorized the Governor to appoint for Upper Canada a "Council of Public Instruction" composed of not more than nine persons "of whom the Chief Superintendent of Education shall be one" to advise the Governor-in-Council in all matters concerning education, to distribute Legislative grants, and

\* Dr. Ryerson was not so happy in his "arrangement" for the High Schools, appearing to have a less clear realization of what they either should or could accomplish with their inadequate staffs. For instance, his insistence that the Grammar School tradition should be maintained in "Superior Classical Schools", named Collegiate Institutes, with increased financial support, otherwise they would offer "nothing but an ordinary English education".

generally to make Regulations for the administration of education. The Constitution and Duties of the Council were laid down in 13 & 14 Vict. of 1841.

Dr. Egerton Ryerson was appointed Assistant Superintendent, responsible to the Provincial Secretary for the administration of education and the preparation of legislation for Upper Canada. He fell heir to what were actually two systems - the Grammar Schools and the Common Schools, both enjoying a certain measure of legislative support, the former considerably greater than the latter.

In Upper Canada, Governor Simcoe set aside 500,000 acres of Crown Lands (1797) for the support of a University and four Grammar Schools. In 1807, however, the District Public Schools Act authorized the Governor to appoint trustees to establish and control one "Public"\* school in each of eight judicial districts into which the Province was then divided and to pay from the Provincial Treasury the salary of a Headmaster. Pupils, of course, were required to pay fees and meet certain entrance standards. These schools became the Grammar Schools. In response to a demand for elementary education at a local level the Common Schools Act of 1816 authorized the inhabitants of any Town, Township, Village or "Place", to elect a board of three trustees, to build a school house, and to guarantee the attendance of at least 20 pupils and part of the salary of a teacher. A legislative grant of 6000 Pounds annually was to be distributed on the basis of school population under direction of a District Board, the rest of the budget to be met by fees or subscription.

Thus for the Common Schools a certain pattern was set which, for good or ill, has in the main persisted to this day in that:

1. The school house is the property of the people of the "place" (later the "section").
2. It is under the control of locally elected trustees.
3. It is only partially supported by legislative grants.
4. Later, and especially in regard to Grammar Schools, High Schools, and Boards of Education, the Board's budget is not subject to revision by the Municipal Council which must raise the sum required by the Board.

Ryerson realized the dangers in this intensely local control and urged that the Township be the smallest administrative unit, but by his time the tradition of the "section" ownership and control had become so firmly established that he was compelled to bow to public opinion. His successors have for over one hundred years persisted in their efforts to broaden the basis of support and control without

\* English meaning, i.e. neither exclusively for the Church nor for any of the Trade Guilds.



taking from the people at large their sense of local responsibility, interest, and pride.

In view of the importance of this transition period from 1871 to 1877 it seems advisable to summarize the various Acts in some detail. From 1877 onward, however, only the outstanding purpose of each Act should be necessary in an "Abstract" since each may be found in the Legal Section of the Legislative Library.

34 Vict. Ch. 33, assent. 15th Feb. 1871.

"An Act to Improve the Common and Grammar Schools of the Province of Ontario".

Sec's. 1 to 33 "Public" Schools, Sec's. 34 to 48 "High" Schools.

1. Common Schools to be known as Public Schools and shall be free schools. Trustees of school sections, Municipal Councils of cities, Towns, Villages, and Townships to levy and collect rates upon all taxable property of the division etc. to defray the expenses of such schools as determined by the Trustees; Provided that Public School Boards in cities, towns, and villages may collect from parents or guardians not more than 20 cents per month per pupil in attendance for books, stationery etc.
2. Board to provide adequate accommodations.
3. Right of child 7 to 12 years to attend for 4 months in the year some school or be otherwise educated, under penalties upon guardians; Provided that refractory pupil may be dismissed on agreement of teacher and majority of Trustees; Roman Catholic not to be compelled to attend Public School or Protestant to attend Roman Catholic Schools.
4. Magistrate to determine offense and penalty for neglect.
5. - 10. Inspectors for counties, cities and towns; their qualifications and scope of jurisdiction; appointment and dismissal; remuneration.
11. - 13. Boards of Examiners for teachers and grades of certificates; uniform examinations according to grade. Council of Public Instruction responsible for training of teachers, programme of studies, textbooks - these to include Natural History, Agricultural Chemistry, Mechanics, and Agriculture.
14. Provision for Township Boards where preferred.
15. - 20. School section to contain 50 resident children aged 5 to 16 years unless area over 4 square miles.  
Formation or alteration of school sections; responsibility of Municipal Clerk for maps etc.; adjustment of assessment.  
Purchase of school sites and teachers' residence; rights of property owners; duties and conduct of arbitrators.
21. - 26. Annual report of Trustees; notices of Board meetings; responsibilities of Secretary-Treasurer; Trustees' declaration.
27. - 28. Settlement of differences between trustees and teachers.
29. Summer vacation July 15th to August 15th.
30. - 33. Amendments to "Consolidated Common Schools Act", Acts re Municipal Institutions, and Assessment Acts to be applicable to School Acts.

Boards of Common School Trustees in cities, towns, or villages to succeed to the management of Grammar and Public Schools and to be elected and classified in the same manner.

34. (Curriculum). Grammar Schools to be designated "High Schools", and their Boards "High School Boards". Both male and female pupils to be taught the higher branches of an English and commercial education, and natural sciences with especial reference to agriculture, and also Latin, Greek, French, and German to those whose guardians desire it, according to the programme of the Council of Public Instruction; except that the Council may exempt any school from teaching the modern languages where funds and staff are not available.
35. All provisions of the Grammar Schools Act consistent with this Act shall continue to apply to High Schools, their Trustees, and their staffs, and the Lieutenant Governor-in-Council may authorize the establishment of additional High Schools under these Acts.
36. - 37. (Maintenance). The legislative Grammar or High School grant shall be exclusively applied in aid of High Schools. In the case of a city or town separated from the county the Municipality shall raise a sum equal to one-half this amount or more upon application of the High School Board. In the case of a High School in towns, incorporated villages, or townships, a sum equal to one-half of the legislative grant shall be paid by the Council of the County in which the school is situated; and any further sums needed by the Council of the Municipality on the application of the High School Board. Where the County Council has formed the whole or parts of the county into one or more High School Districts these additional sums shall be provided by the High School District on the application of the Board, in proportion. Claim to share in the Fund to be contingent upon observing the Regulations and upon average attendance, proficiency, and the proportion of the school year the school is kept open.
38. - 39. (Admission to High School and Inspection). A Board of Examiners for the admission of pupils to High Schools to be checked by the Inspector; pupils already admitted to Grammar School to be eligible without examination and pupils from the county to be admitted on the same terms as those within the town or village of the school; Inspectors of High Schools to be appointed.
40. (Powers of High School Boards and County Councils). County Council to determine limits of each High School District for each existing Grammar School and may form whole or part or parts of county into a High School District. High School Boards to possess all Powers in District for support and management. County Council to appoint six members of Board and arrange for succession. Existing Grammar School district to be High School District until altered by law of County Council.
41. Certain High Schools to be Collegiate Institutes, i.e. "superior classical schools". Eligibility: 4 masters fully employed; daily average of male pupils in Latin or Greek not less than 60; additional grant from "Superior Education Fund" (22 Vict. Ch. 63).
42. Public School Boards in city, town, or village, may establish one or more Industrial Schools for neglected children, compel attendance, manage and discipline.
43. Male teachers with certificate shall, female may, contribute to Superannuation Fund. Provision for refunds.
44. Vacation - High School, July 1st to August 15th.
45. Audit of High School Board accounts.
46. Security of School money.
47. Sections of 32 Vict. Ch. 44 to Toronto alone.
48. Provisions of Grammar and ~~Common~~ Schools Acts where inconsistent with this Act are repealed.



In explanation of this legislation as it concerned the former Grammar Schools the Chief Superintendent stated\* that the new School Law provides for three classes of superior English or Classical schools:

1. High Schools for teaching English and Classical subjects in which boys and girls may be instructed together or separately.

11. High Schools in which boys and girls may be instructed in English subjects alone.

111. Collegiate Institutes for instruction to boys only in classical and English subjects\*\*; the title to be conferred by the Lieut. Governor on application of the Trustees after receiving full information in regard to staff, qualifications, income from all sources, description of building, site, grounds, equipment and library.

In the Journal of 1872 (p.85) Ryerson, calling attention to the fact that Public Schools were now free to pupils from 5 to 21 years of age, reported the school population 5 to 16 years as 483,966 of whom 87 per cent were in attendance. He quoted an appreciation from the "Illinois Teacher" to the effect that school grounds must be a minimum of one-half acre, well-drained, the building to have 10 foot walls, with 9 square feet of floor space per child, to be adequately warmed and ventilated. In regard to High Schools a circular to their Boards outlined their purposes: (1) to complete a good English education for Municipal Councillors, Legislators, and public officers; (2) to prepare for the Universities and the learned professions. Regulations were published in regard to admissions. A comprehensive course for Public Schools\*\*\* was laid down, with stress upon practical subjects, e. g. science, agriculture, and commerce, text books. and schoolhouse accommodation, and similarly for the Normal Schools.\*\*\*\*

Departmental notices of 1873 laid down the subjects of examination for admission to high school as covering the whole course of the four Forms of Public Schools\*\*\*\*\*. The reasons for the unpopularity of the Grammar Schools established in 1807, was explained in the Journal, (p.18):

1. They were inaccessible to the vast majority of the people.
2. The courses offered had no popular appeal.
3. Legislative support was inadequate for efficiency.
4. To qualify for such support common school pupils were crowded into them without preparation in the fundamentals of common school education.

\* Educational Journal for Ontario 1871, p. 179.

\*\* See Section 41 of the Act.

\*\*\* Journal 1873, pp. 33, 49, 97.

\*\*\*\* Journal 1873, p. 81.

\*\*\*\*\* Journal 1873, p. 143.

It was expected that the new grant system and the Regulations for admission would relieve these disabilities. The Regulations of 1873\* for High Schools and Collegiate Institutes prescribed:

1. Terms (a) Winter:--January 7th to Tuesday before Easter.  
(b) Spring:--Wednesday after Easter to June 30th.  
(c) Summer:--August 16th to Friday before October 15th.  
(d) Autumn:--Monday after Summer term to December 22nd.
2. Hours 9 a.m. onward but not to exceed 6 hours exclusive of noon recreation period;  
10 minute recess forenoon and afternoon, or less at option of trustees.
3. Holidays Saturday, or afternoons of Wednesday and Saturday, and Public Holidays.
4. Vacations Three in the year, i.e. Easter, July 15th to August 15th, December 23rd to January 6th.
5. Examinations Half-yearly, i.e. before Christmas and before summer vacation.

The Journal of 1874 (p. 1) outlined revised school legislation; that of 1875 (p. 80) gave notice of election of additional members of the Council of Public Instruction

- (1) one by Masters and Teachers of High Schools and Collegiate Institutes,
- (2) another member from the Inspectors\*\*  
and outlined changes in texts and programmes (p.144) and the opening of the Ottawa Normal School (p. 145).

1873 - 36 Vict.

Ch. XXX. An Act to establish a School of Practical Science, with a museum of geology, mineralogy and other aids to practical instruction - arrangements to be made with Toronto University and University College for the use of library, museum etc. and permission to affiliate with the university in regard to the granting of degrees.

Ch. XXIX. An Act respecting the incorporation of the University of Toronto (amending that of 1853). Composition of the Corporation, of the Senate, the Convocation, elections, powers of Convocation, appointees, vacancies; degrees, certificates and examinations; affiliated Colleges; professors, teachers, and officers; salaries and retiring allowances.

\* Journal 1873, p. 99.

\*\* 37 Vict. Ch. 27.



1874 - 37 Vict.

Ch. XXVII. An Act to amend and consolidate the Law relating to the Council of Public Instruction, the Normal Schools, Collegiate Institutes and High Schools.

Part I

Constitution and duties of Council of Public Instruction.

- Members.
- (a) The Chief Superintendent.
  - (b) Members appointed by the Lieut. Governor.
  - (c) Members elected, one by Colleges, one by teachers in High Schools or Collegiate Institutes, one by Inspectors of Public Schools, one by teachers of Public Schools and Separate Schools; tenure; publication of list of eligible electors; election returns.

The Council. Proceedings, expenses. Its Powers and Duties:

- (a) To prescribe programme of studies, textbooks, rules and regulations for government of High Schools and Collegiate Institutes and distribution of High School Fund; appoint High School Inspectors, fix duties and remuneration; prescribe examinations for pupils' admission to High School or as monitors in the same, to establish meteorological stations in connection with High Schools in chosen localities.
- (b) To make rules and regulations for the management of Normal and Model Schools, for admission thereto and training of teachers for Public School therein, and examination on its completion.
- (c) To make regulations for organization, government and discipline of Public Schools, and for classification of schools and teachers in special branches (e.g. agriculture, science etc.); to prescribe qualifications of Public School Inspectors, and examining boards for Public School teachers, and award certificates.
- (d) To supervise selection of books for texts, prizes, or libraries, and publish lists; to make regulations for granting of pensions to superannuated teachers.

The Council was to have certain discretionary powers in regard to recommending changes in the system or its administration, e.g. higher qualifications for certain Headmasterships, use of foreign books, exemption from providing French and German.

Appointment and Duties of Chief Superintendent.

1. Apportionments to High Schools - Expenditure of Grant.
2. Forms and Instructions, Establishment of High Schools.
3. Libraries, Maps, Apparatus and Prizes.
4. Supervision of Normal Schools - School House Plans and Dissemination of information re furnishings etc.
5. Miscellaneous General Powers - Support of Teachers' Institutes.
6. Council of Public Instruction Matters.
7. Annual Report to Lieut. Governor - Meteorological Instruments - To submit legal cases to Courts.
8. Certain Grants authorized.

Part III

High Schools and their Districts.

1. Existing Divisions and Agreements.
2. Name of High School - Place - Discontinuance.
3. High School Districts to be Defined.
4. New Districts (power of County Council).
5. Powers of High School Boards.
6. In Cities and Towns separated from County.

Part IV

Municipal Councils and Duties.

1. Obligatory Municipal Assessment for High Schools.
2. Additional Voluntary Municipal Assessment for High Schools.
3. To High School Treasurer. Audit.

Part V

High School Trustees and Duties.

1. Appointment - in cities, towns, villages, in separated towns; vacancies.
2. Powers and Duties - a Corporation.
3. Existing Unions - "Board of Education of....." and their dissolution.
4. Admission of pupils, examinations, expenses, county pupils.

Part VI

Grants and other moneys, conditions.



Part VII

High School and Collegiate Masters.

1. Headmasters University Graduates.
2. Settlement of Disputes.
3. Superannuation Allowances.
4. Holidays; sickness (4 weeks); High School vacation July 1st to August 15th; registers; meteorological reports.

Part VIII

High School Sites and Other Property.

Vested in Trustees - Acquisition and Surrender.

Part IX

Miscellaneous Provisions.

1. Collegiate Institutes - conditions, grants, - Military Instruction.
2. Inspectors, no other employment. Teachers, no profit from sale of school books, supplies, etc.
3. Penalty for disturbing High School.

Part X

1. Repealing and Confirmatory Acts.
2. Definition of "legally qualified" teachers.

Chap. XXVIII. An Act to amend and consolidate the Public School Law.

- Part I. Preliminary Enacting Clauses.  
(1) Existing School Arrangements to be continued.  
(2) Public School Board elections.
- Part II. Trustees of Rural School Sections, including unorganized townships.
- Part III. Duties and Powers of Township Councils.
- Part IV. Duties and Powers of County Councils.
- Part V. Cities, Towns, and Incorporated Villages.
- Part VI. Public School Teachers and Duties.
- Part VII. Public School Inspectors; Qualifications and Duties.
- Part VIII. County and City Boards of Examiners.

- Part IX. School Visitors and their Duties.
- Part X. Chief Superintendent of Education and Duties.
- Part XI. General and Special Provisions.
- Part XII. Various Penal Clauses.
- Part XIII. Repealing, Confirming, and Interpreting Clauses.

Chap. XXIX. An Act respecting Industrial Schools.

1. Definition (industrial and residential).
2. Under Public School or Separate School Board in city; approval of building by Inspector; certificate of Chief Superintendent; public notice.
3. Committed by Magistrate.
4. May entrust to reliable home, (revocation).
5. Costs of maintenance.

1875-76. 39 Vict.

Chap. XVI. An Act respecting the Education Department.

1. Functions of the Council of Public Instruction hereby suspended and all powers and duties shall devolve upon the Education Department, i.e. the Executive Council or a Committee thereof appointed by the Lieut. Governor; all functions and duties of the Chief Superintendent vested in one member of the Executive Council to be nominated by the Lieut. Governor and designated "Minister of Education;" capable of being elected, sitting and voting as a member of the Legislative Assembly; may hold another office also without causing a vacancy.

Thus the Council of Public Instruction came quietly to an end. The Chief Superintendent retired, affirming his conviction that the work he had set out to do was accomplished and the system almost exactly as he had planned it. In spite of almost annual revisions in legislation concerned with education as general progress in the Province demanded, it is almost universally admitted that Ryerson's conviction was justified. In the final edition of the Journal of Education, edited under the Direction of the Hon. Adam Crooks LL.D., Q.C., Minister of Education himself (Vol XXIX, for the year 1876) the new Minister in paying his own tribute, acknowledged that the "venerated Chief Superintendent" had "recommended a change which involves the severance of his long official ties with those in his Department." The Legislature, too, acknowledged the debt of the



Province by voting to Dr. Ryerson the continuance of his maximum salary for life as a retiring allowance. In farewell he published in the Journal (pp. 17, 18) a comparative statement of the condition of public education in Ontario when he was appointed in 1844 and thirty years later, and in March 1876 he issued his final official Circulars.

The Act Respecting the Reorganization of the Education Department received Royal Assent on February 10th, 1876, as 39 Vict. Ch. 16. At the same time there was announced the establishment of:

"The Journal of Education for Ontario,

Edited under the Direction of the Hon. Adam

Crooks, LL.D., Q.C., Minister of Education

by

J. George Hodgins, LL.D., Barrister-at-Law,

Deputy Minister.

Vol. XXIX - For the Year 1876."

Thus the Transition Period ended and the Department of Education became fully established.

1877 In introducing an Act to amend the several Acts respecting Education, Public and High Schools, and the University of Toronto (40 Vict. Ch. 16) the Minister stated that "no radical change" was envisaged, but only an effort "to make the laws more effective," particularly in regard to taxation in support of the various types of school, Public, Separate etc. In 1876 there were 4,828 schools with 6,018 teachers, half of them holding only 3rd class certificates; the tendency was towards inexperienced teachers, few staying more than five years. The Bill, therefore, was designed to establish Model Schools in each county for the training of 2nd and 3rd class teachers and to encourage cooperation between Normal and High Schools and to minimize difficulties caused by distance. To this end travel and maintenance allowances at the Toronto and Ottawa Normal Schools for a course of two months would be granted to students on passing their examinations. Aid would also be given to Teachers' Associations, and machinery for County and Township School Boards improved.

The Annual Report on Normal, Model, High Schools and Public Schools for 1875 was presented in Sessional Papers No. 3, Vol. X. A Commission of Enquiry on accusations of collusion between examiners for Teachers and University of Toronto matriculation, and a publisher, found no evidence to that effect. The School of Practical Science was sold to the Mechanics Institute for \$28,000. (Journals of Legislative Assembly 1877, pp. 118 to 156.)

1878    41 Vict. Ch. 15 Amended the School Law re (1) separation for High School Purposes in unions of counties, (2) election of Chairmen of Public School, High School, and Collegiate Institute Boards and Boards of Education.

41 Vict. Ch. 20 clarified the question of ownership and financial obligation in Union School Sections.

41 Vict. Ch. 70: the University of Western Ontario was incorporated and

41 Vict. Ch. 68: the Ontario Ladies' College at Whitby.

The Minister's Report for the preceding year covered the Schools for the Deaf and Blind, the "transition period" (Sess. Papers, 1878, No. 5, Vol. X), the School of Agriculture and Experimental Farm (Sess. Papers 1878, No. 6, Vol. X), the Ontario School of Art, (No. 25, Vol. X).

1879    42 Vict. Ch. 35. An Act to amend the Act re the Income and Property of the University of Toronto, University College, and Upper Canada College.

42 Vict. Ch. 34. An Act respecting Public, Separate, and High Schools (a) extended the franchise, (b) provided a less expensive mode of holding school elections, (c) made provision for placing checks on the expenditure on capital account for Public and High Schools (1) by vote of ratepayers in certain cases, (2) by Councils of cities and towns in others; who might comply or otherwise with demands of School Boards; (d) remedied deficiencies re election of Separate School Trustees and in levying of assessments for Separate School support.

In presenting the Bill the Minister stressed the fact that the change from the Council of Public Instruction to a responsible Ministry was the reverse of a move towards autocracy. The responsibility of framing the laws rested with the Department but their execution rested wholly with the local organizations. It was to the County Councils and the County Inspectors\* that "disappointed ratepayers" should appeal, and not to the Minister. Misunderstandings should be cleared away by local discussions and agreement between the Inspectors and those concerned. Arbitrary or undue exercise of his authority on the part of an Inspector would result in his immediate dismissal.

\* At that date Inspectors were appointed by County Councils.



The Act:-

1. Authorized a School Board to constitute any Public School as a Model School.
2. Defined voters for School Trustees and regulated voters' lists and election machinery.
3. Named the County Judge referee in case of disputes.
4. Provided for electoral machinery in unorganized districts and defined powers of trustees in levying school rates.
5. Gave more powers to arbitrators in taking land for school purposes.
6. Made clear the location of Union Schools.
7. Defined powers of Township School Boards and the Minister of Education.
8. Demanded of County Clerks returns to the Minister of minor municipal populations.
9. Empowered Separate School Trustees to borrow money, and non-resident Separate School supporters to have school rates appropriated to Separate Schools.
10. Allowed Municipal Councils by two-thirds vote to refuse to raise money for sites without submitting the question to the electors.
11. Provided for issue and control of Debentures.
12. Constituted a Board of Examiners for admission to High School.
13. Amended the School Laws in other minor particulars.

The Minister, as promised, issued a new series of General Regulations for School Administration. These related to text books and outlined the Course of Study in the Public Schools of Ontario. With the extinction of the Journal of Education, official announcements of the Department were transferred to the Canadian School Journal.

1880 43 Vict. Ch. 33. An Act incorporating the Ontario Agricultural College and providing for its affiliation with the University of Toronto.  
43 Vict. Ch. 5. An Act to amend the Agriculture and Arts Act and transferring it from the Provincial Secretary to the Minister of Education.  
43 Vict. Ch. 32. Public Schools Act overhauled.

1. Rural trustees might open schools earlier in summer but must not curtail duration of holidays.
2. Non-residents might send children to a school section in which they paid a property tax equal to the average in such section.
3. Trustees empowered to charge 50 cents per month for children of non-residents.

4. Facilitated working of Union Schools and taking school census and adjusting of rates through township assessors and clerks.
5. By-Laws for formation, alteration, or dissolution of School Sections, Unions, Township Boards, etc. to be legal once approved by the Minister.
6. The Minister empowered to compel attendance of witnesses in any enquiry he might institute.

In the Annual Report for 1878:

Total school population - 492,360; attendance - 489,015; 4,990 schools with 6,473 teachers - 3,061 male, 3,412 female. Certification and salaries of teachers. Roman Catholic Separate Schools - 177 in operation. High Schools, 104 schools, 10,574 pupils (Sess. Pap. No. 5, 1880).

The Minister promised an early revision of school textbooks and report on prices and copyrights.

1881     44 Vict. Ch. 30. An Act to Amend the School Law.

Its chief provision was to secure better attendance, there being 25,000 children between the ages of 7 and 12 years reported as absentees and 2,522 under 13 years employed in factories. The law requiring a minimum attendance of four months in each year was in operation but it was necessary to arouse School Boards to their duty in its enforcement. To this end Boards must appoint an officer for this duty, though enforcement should be "by moral suasion rather than by penalty." Assessors were obligated to register all children over 16 and under 21 years, and those between 7 and 13. The latter group would be required to attend some elementary school for 12 weeks in each year; persons receiving such children into their homes having the same obligations as parents. Children in employment would be allowed half-time.

44 Vict. Ch. 31. An Act respecting the University and University College at Toronto dealt with the constitution of the Convocation and the election of the Chancellor and the Senate, and with responsibility for University property.

In his Report for 1879 (Sess. Pap. 1881, No. 5) the Minister presented an abstract of progress in education from 1867. Public Schools then numbered only 4,442; by 1879 had increased to 5,123, and pupils from 401,643 to 487,012; amounts paid for their support from \$1,473,188 to \$3,226,730 inclusive of purchase, erection, repairs and balances still available. The Minister also forecast consideration of superannuation allowances when suggestions had been collected from all teachers.

1882     45 Vict. Ch. 30. An Act to Amend the School Law.

1. A 3rd Class teacher enabled to teach in a county other than that of his certification without the endorsement of his own County Public School Inspector.



2. Third Class teachers' certificates to be extended for a further term at the discretion of the Minister, after examination and report.
3. A Board of Examiners for Third Class Certificates in remote areas of certain counties.
4. Assessors to be required to file with the Town Clerk the names and addresses of all School Trustees.
5. Constitution of Board of Examiners for admission to High School and Collegiate Institute; the Chairman of the Separate School Board to be one member.
6. An Order-in-Council discontinuing or establishing a Collegiate Institute to be subject to approval of Lieut. Governor-in-Council and ratified by Legislative Assembly.

The Speech of the Lieut. Governor at the closing Session of the Fourth Legislature, December 13th, eulogized the School administration of the Province for its efficiency and scholastic results.

1882-83 46 Vict. Ch. 3. This Act authorized the Lieut. Governor to agree with the Government of the Province of Quebec for Acquisition of their share of unsold Common School Lands, subject to ratification by the Legislative Assembly of Ontario.

An attempt was made by the Opposition to legislate the Ministry of Education out of existence and return to the old regime under a Chief Superintendent of Education - this in order to free education from the danger of political partisanship. A suggestion was also made to establish a lower certificate than the County Third Class in order to relieve the teacher-shortage. Both of these motions were lost.

Returns were presented showing in tabulated form:

1. Total amount paid by the Government for Public Schools, Separate Schools, and High Schools for each year since Confederation.  
(Sess. Papers, 1883, Vol. XV, No. 63).
2. Amounts paid by the Government for education and other purposes from 1871 to 1882 (S.P. No. 65).

The Minister's Report for 1881 mentioned the rather inchoate condition of Technical Education although as far back as 1835 money had been voted to Mechanics Institutes for scientific instruments (Sess. Pap. 1883, No. 5). There ~~was~~ a marked increase in attendance at University College and need for increased assistance and staff (S.P. No. 17). The University of Toronto and the School of Practical Science both stressed inadequacy of resources and equipment. (S.P. 1883, No.'s 18 & 19).

1884. 47 Vict. Ch. 44. An Act to Amend the Public, Separate, and High Schools Acts dealt largely with the financial aspects of the Separate Schools.

47 Vict. Ch. 46 amended and consolidated the Acts re Industrial Schools.

47 Vict. Ch. 45 enlarged the University Convocation by granting an additional High School representative and extending the franchise to all teachers.

The Minister's Report for 1883 presented statistics re schools and teachers:

Total school population: 483,317 of school age, average attendance 45% of the roll.

Teachers - 6,857 in 5,204 schools.

Expenditure - \$3,026,974 an increase of \$182,702.

On sites and buildings - \$341,918 fixed capital, leaving \$2,685,056 for working expenses.

Legislative Grant: Public Schools - \$251,356.00  
Separate Schools - 14,382.00  
Cost per pupil - 6.42

Salaries:	Cities - Men -	\$ 742	Women -	5331
	Towns "	576	"	273
	Rural "	385	"	248
	(Men) Highest	1100	Lowest	400
	Towns	1000		240
	Counties	900		120

Women employed - 3,795 (increase of 235).  
Men " - 3,062 (decrease of 300).

Teachers trained at Normal School only - 1,873.

High School attendance - 12,473. Cost per pupil - \$27.26.

An important discussion in the Legislature was provoked by a move for a Return showing public expenditure on the (Ryerson) Teachers' Superannuation Fund. In 1883 this was \$37,000. As instituted in 1870 (Hon. John Sandfield Macdonald) each male teacher was required to contribute \$4 per annum and entitled to receive at the age of 60, \$6 per annum for every year he taught. Dr. Ryerson's purpose was to retain teachers in the profession but very many had left it for other callings and received a refund of their contributions. In 12 years \$438,736 had been paid to the teachers and only \$167,390 by them to the fund. The new Minister (Hon. W.G. Ross) stated that the Fund was established in the belief that teachers were Civil Servants and, because of their low salaries and their sacrifice for the common weal, they were intitled to both security of tenure and a provision for their old age. He



himself deprecated their treatment as Civil Servants, feeling that they should have more freedom of thought and action than was possible with this group. Two points must be considered:

- (1) that the fund should be self-sustaining; this would involve a very large increase in their contribution, from \$4 to \$16 or even \$20;
- (2) that the fund be abolished with refunds to those not entitled to claim; this would call for the payment of \$100,000.

He proposed to formulate a scheme for presentation in the coming year. Mr. Meredith urged that the payment of adequate salaries was preferable to making them dependent upon the Province for a gratuity. The Attorney-General (Mowat) maintained that the gratuity was at present an absolute necessity as the salaries were so low that personal saving was impossible. Their services were, however, perhaps the most important for the welfare of the State; they should certainly not be deprived of its assistance. Mr. Harcourt\* believed that ninety per cent of the teachers would favour the abolition of the fund, and it was true that very many regarded their calling as a temporary step to something better. The issue, however, should be considered from a higher standpoint, and if salaries were raised fifty per cent the Superannuation Fund would be unnecessary.

Two important scholastic appointments during the year were:-  
Dr. Tassie to Principalship of Peterboro' Collegiate Institute and Mr. John Seath M.A. to the office of inspector of High Schools and Collegiate Institutes.

The value of Teachers' Institutes was brought into prominence during the year with local meetings both valuable and instructive. At the meeting of the Ontario Association the President, the Hon. G. W. Ross, Minister of Education "traversed the entire field of Education".

Reports of Inspectors were most optimistic, particularly in regard to the High Schools and Collegiate Institutes. Mr. McLellan noted that in comparison with the best in the United States and a few of the best in Great Britain in the Departments of Mathematics in our schools are superior, and in general standing are second to none. The Normal Schools showed progress, but in no degree commensurate with that of the High School.

1885     48 Vict. Ch. 49. An Act to Consolidate and Amend the Public Schools Act brought the Statutes up-to-date so efficiently that for some time there was little need for further legislation.

48 Vict. Ch. 48. An Act Respecting the Education Department further defined the powers and duties of the minister and his officers.

48 Vict. Ch. 50. An Act to Consolidate and Amend the High Schools Act in various points performed a similar service for this branch. Returns showed Orders-in-Council re School Readers etc. (S.P. 1885, No. 37)

\*Who became the next Minister of Education, 1899.

and correspondence re division of a school section in East Luther.

The Minister's Annual Report presented Departmental Statistics in two volumes and an exhaustive statement of the Proceedings for 1884 (S. P. 1885, No. 5). Other Returns related to the University of Toronto and Upper Canada College and to University Federation (1885, No. 65).

1886     49 Vict. Ch. 46. An Act Consolidating the Separate Schools Act was designed towards perfecting the system as had the Public Schools Act of the preceeding year.

Returns on various school matters were presented in 1886, Nos. 20, 25, 87, and others including the Minutes of the Senate of the University of Toronto down to 1880 (S. P. No. 54), the Annual Report of the University for 1884-5 and those relating to University College and Upper Canada College.

An Order-in-Council disallowed the establishment of a Faculty of Law at Western University.

The Report of the Minister recorded the increase in taxation for schools from 1876 to 1885, in the number of Separate Schools of 25 per cent and of the Model Schools by two; the efficiency of these latter was so marked that the Minister declared that there was no Departmental expenditure from which so much profit is derived by the community. Their establishment by law had contributed to the importance and influence of Teachers' Associations on education; the appointment of Dr. McLellan as Director was proof of this. Enrolment in the Normal Schools had increased from 247 in 1876 to 405 in 1885, a satisfactory condition at a not excessive rate of public expenditure. Art Schools and Mechanics' Institutes also showed progress. Growing interest in education was indicated by increase in the number of Departmental examinations, from 2,539 in 1879 to 4,541 in 1885.

A novel and encouraging feature was the introduction of "Arbor Day". The Minister had suggested to rural school trustees the desirability of setting aside one day in May for the planting of trees and generally beautifying the school grounds. Thirty thousand trees were planted throughout the Province and many schools went further by laying out flower beds. There was every indication that the practice would spread and encourage local pride in the schools, in which the greater part of the population received their elementary education.\*

On the suggestion of the Provincial Teacher's Association the Minister agreed that religious instruction is an "essential factor of our system of Education and that both pupils and teachers have daily presented to them....the sublime ethics of the Bible". To this end he caused a selection of suitable passages by certain ecclesiastics and ministers of various denominations to be distributed to the Public and High schools.

\*See the "Foreword" in regard to the growth of this movement and its outcome.

1887 50 Vict. Ch. 48. An Act respecting the Federation of the University of Toronto and University College with other Universities and Colleges. The purpose of this Act was "To place within reach of every citizen wishing to avail himself of its facilities, a course of university education equal to that furnished by the best universities of Europe". The Act was necessarily wide in its scope in order to reconcile inevitable differences of opinion.

50 Vict. Ch. 38. An Act respecting the Education Department provided for regulations for the study of Agriculture, the effect of narcotics and alcohol on the humansystem, and also for the establishment of Kindergartens.

50 Vict. Ch. 40. An Amendment of the High School Act added various subsections of an elucidatory nature.

50 Vict. Ch. 42. An Act respecting Upper Canada College completely reorganized its Constitution. The Title "Royal Grammar School" was now dropped.

50 Vict. Ch. 44. An Act respecting the Income and Property of the University of Toronto, University College, and Upper Canada College dealt with assets and funds of these institutions.

50 Vict. Ch. 41. The Separate Schools Act of 1886 was added to in the matter of School Debentures.

The Report of the Minister for 1886 showed continued progress both in the number of pupils and in the improvement of buildings, log schools being rapidly replaced by frame and brick. Reports from Heads of Schools and Colleges as well as from Educational Associations indicated an increased desire among the public for learning, (S.P. 1887, No. 7) and of awareness of the needs of the children in the schools for the Deaf and the Blind. (Papers, Part III, No. 10 and Part I, No. 4)

1888 The new Lieut. Governor, Sir Alexander Campbell, one of the "Fathers of Confederation", announced the addition of a Faculty of Medicine to the Provincial University and Steps towards a Faculty of Law. Upper Canada College was also to be removed to a site outside the city.\*

51 Vict. Ch. 37. enabled Trustees of High Schools and Collegiate Institutes to expropriate land for their purposes, with due protection for private interest.

51 Vict. Ch. 38 amended in certain details the Act re the Income and Property of the University of Toronto, University College and Upper Canada College.

51 Vict. Ch. 91 slightly amended the Act incorporating Trinity Medical School.

Orders-in-Council re publication of Text Books (S.P. No. 24), a Report on French Schools in Prescott and Russell (No. 26), of the Blind Asylum (No. 6), that for the Deaf (No. 8), financial reports of Upper Canada College (No. 50) and of the University of Toronto (No. 68) were printed for public use.

The Report of the Minister for 1887 featured that of the Canadian Insitiute. To the Biological Section there had been added the Photographic, Architectural, Philolocial, Geological and Mining. Especially interesting was the new light thrown upon Aboriginal relics - artifacts and burial practices. There was an improvement in school attendance

\*This Site, of course is, in 1960, almost centrally located in the Metropolis.



but a strange fluctuation in numbers as reported by assessors in their census and evidence that the law was not yet adequately enforced in regard to compulsory attendance (S.P. No.7).

1889     52 Vict. Ch. 51 amended the Public Schools Act on various points in connection with Union Schools.

52 Vict. Ch. 52 amended the act re Federation of the Universities and Colleges, a new clause dealing with the term of office in the Senate. A Return showed a list of all compulsory Text Books in High, Public, and Separate Schools. (S.P. 1889, No. 58).

The Minister's Report gave a detailed statement on the working of Technical Education in various institutions (S.P. No. 22). Average attendance in rural schools was only 46% of registration, in fact 87,444 absentees were recorded; it was clear that local officials were still not exercising their powers. Teachers' and Mechanics' Institutes showed continued progress in membership and influence and Art Schools a similar advance.

1890     53 Vict. Ch. 71 amended the Public and Separate Schools Acts, chiefly in regard to the status of their respective supporters. It provoked long and acrimonious discussion including motions:

- (1) to compel the use of the ballot in both Public School and Separate School elections,
- (2) to subject Religious Orders to the same tests and examinations as Public School teachers,\*
- (3) to deprive Roman Catholics of representation on High School Boards.

All these, however, were lost. A bill in regard to the Language of Instruction was not proceeded with, the Minister pointing out that Regulations in regard to the use of the French and German languages were already in force. (Journals, Leg. Assembly, 1890, p. 181). These with correspondence were printed and published. (S.P. No. 7, 1890). On this same controversial question Returns were presented showing (1) extracts re bilingual teaching in Great Britain, the United States and Canada; (2) the opinion of Judges in Chancery as to true construction of certain provisions of the Public Schools Act in regard to Separate School supporters. (S.P. 1890, No. 43). Another Return showed the School Boards which had adopted the ballot at annual school elections. (No. 52).

53 Vict. Ch. 73. An Act to devote 160,000 towards Reconstruction of University Buildings after a fire.\*\*

Returns showed (1) Total attendance of students at university from 1860 to 1890 (No. 53).  
(2) Order-in-Council re erection of Biological Building (No. 56).

\* Apparently contrary to rights guaranteed under the B.N.A. Act. This question was not satisfactorily settled until a Privy Council ruling of 1927.

\*\* Many valuable documents in the Library were thus destroyed.

(3) Statement of Bursar, U.C.C. (No. 16).

The Minister's Report contained a review of the legislation in his six years in office, expressing especial gratification in the progress of rural school beautification through Arbor Day.

1891 In the light of developments in the five years since the last revision the School Laws were again overhauled.

54 Vict. Ch. 55 An Act Consolidating and Revising the Public Schools Act made changes in regard to School Inspection, especially in its financial aspects.

54 Vict. Ch. 55 revised the laws respecting the Education Department especially in regard to changes in procedure. Once more proposals were made (1) to abolish the Ministry of Education, (2) to interfere with the status of Separate Schools as defined in the B.N.A. Act. Both were negatived.

54 Vict. Ch. 57. Consolidation and Revision of the High Schools Act established Commercial Departments in the Collegiate Institutes headed by a "Specialist" as Director ranking with those in Languages, Classics, and the Sciences. Powers of High School Boards in admission of "non-resident" pupils was reaffirmed.

54 Vict. Ch. 56. An Act re Truancy and Compulsory Attendance dealt with the hitherto lax enforcement of the law.

A Report on Compulsory Education in Canada, Great Britain, Germany, and the United States was presented (S.P. No. 33) and one on Rules with respect to Salaries of teachers in Normal and Model Schools (S.P. No. 47).

The Report of the Minister, with statistics, covered school population, registration in the various age groups, attendance, costs, professional training, examinations and certificates and Teachers' Institutes; Technical Education, Mechanics Institutes, Free Libraries, Art Schools, and Scientific Societies showed advances.

1892 55 Vict. Ch. 60. An Act to Amend and Explain certain portions of the School Laws was corrective in its purpose but introduced nothing new.

55 Vict. Ch. 61. An Amendment to the Act of Federation of University and Colleges dealt with income and endowments.

55 Vict. Ch. 62 & Ch. 63 dealt similarly with financial arrangement in regard to the University and Upper Canada College and disposition of the former site of the latter college.

Returns relating to University of Toronto affairs included Bursar's Statement (S.P. No. 31 & No. 13); Retirement of Professors and Officers (No.'s 46 & 47); Medical Students' Education (No.'s 68 & 92); University Extension (No. 58); Relating to Upper Canada College (No. 1); Retirement Fund (No. 57); On College Site (No.'s 59, 76, 93).

The General Report of the Minister noted the increase in the number of women teachers to 67 per cent; in spite of large expenditure for sites and buildings the cost per pupil had risen only slightly.

1893 The legislature met under the new Lieut. Governor, the Hon. G. A. Kirkpatrick, in the newly-constructed Legislative Building. The occasion marked the centennial of the establishment of Representative Government in Canada.

56 Vict. Ch. 52 amended the High School Act of 1891 in regard to maintenance of county pupils by a municipality outside of a High School District and in certain minor details only, as it was recognized that the system was now sufficiently solidified for little further revision.

Motions which would have abolished the Teachers' Institutes and the School of Pedagogy by reducing the salaries of the Director and Lecturers were lost.

A Return was presented giving the names of authors and publishers of Public School Text Books with their prices (S.P. No. 55); another gave particulars in regard to County Pupils attending High School or Collegiate Institute (No. 52); and a third the names of persons appointed to or dismissed from the Toronto Normal School and Model Schools and the School of Pedagogy in five years, with particulars (No. 54).

In regard to the University, Reports were received dealing with reorganization of the Faculty of Medicine (No. 1), the General and Bursar's Reports for 1892 (No. 70).

The Minister's own Report showed that the number of Superior Certificates was advancing as well as enrolments in the Normal Schools.

1894 57 Vict. Ch. 59 amended the Separate Schools Act by authorizing the adoption or discontinuance of ballot voting at the option of supporters. 57 Vict. Ch. 58. An amendment to the High Schools Act dealt with the position of the High Schools and their financial arrangements, although in the opinion of the Minister its provisions were already covered in the law.

A Report of Commissioners on Schools in Prescott and Russell, where French language is taught, was presented (S.P. No. 4).

The Report of the Minister for 1893 offered comparison in Public School enrolment with the principal States in the United States, most of which showed a lower percentage, and a Ten Years' Retrospect of Legislation directed by the Department (No. 3).

1895 58 Vict. Ch. 57. An act to amend the School Laws made some changes in detail in the Acts of 1891. 58 Vict. Ch. 59. An important and valuable amendment to the Industrial Schools Act provided for the introduction of industrial training, and domestic arts into the Public Schools. It authorized civic corporations to issue and guarantee debentures for these purposes.

A further attempt to abolish the School of Pedagogy failed.

Returns were presented in regard to publication of Text Books (No. 57) and Poor Schools (No. 66).



The Report of the Minister for 1894 showed:

No. of Public Schools: 5,641 - an increase of 64 over 1893.  
" " Separate Schools (Protestant): 361 - a decrease of 1.  
" " " " (Roman Catholic): 313 - an increase of 1.  
" " Kindergartens: 85 - with 200 teachers and 8,767 pupils under 6 yrs.  
School Population: 592,503.  
Night Schools: 28 - with 65 teachers and 2,462 pupils.

The Minister was gratified at the growth in popularity of the subject of Hygiene from 33,900 pupils in 1882 to 178,208 in 1893.  
A new University curriculum was also announced.

1896 The Session witnessed the end of the long and able leadership of Sir Oliver Mowat, one of the "Fathers of Confederation".

Following the principle that changes of an important character in the educational machinery should be made so far as possible only at 5-year intervals, the Minister presented three extensive Amendments (59 Vict. Ch. 69, Ch. 70, Ch. 71). Those relating to the Separate Schools were minor in character (59 Vict. Ch. 72).

The major changes were necessitated by a phenomenal increase in the number of candidates for examination. At the last roll there were 8,883 for Departmental examinations, 17,023 for Entrance to High School, 5,000 in Public School, 3,000 at the School of Pedagogy, the Normal and the Model Schools. Altogether 740,000 papers had been printed. As the subject of examiners was of prime importance it had been decided to establish an Examining Council.

In his Report for 1895 the Minister regretted the seriously defective state of Sanitation in the schools. Otherwise the Report was favorable - on Technical Education, Mechanics Institutes, Art schools and Scientific Societies. Especially marked was the growth in attendance at kindergartens. The Archaeological Report on the Indians of 1665 was of great interest (Paper No. 2)

Returns were presented of the Report of a Commission of Enquiry in the management of the Separate Schools (No. 1) and on Readers and Text Books (No.'s 71, 72, 73) and others (50 - 64).

1897 The opening of the Fourth Session of the Eighth Legislature marked the return to the Provincial arena of that veteran statesman Sir Oliver Mowat as Lieut. Governor.

60 Vict. Ch. 68. An Act respecting Technical Schools empowered a High School Board to establish, or change a High School into, a Technical School by resolution, with the ratification of the Municipalities concerned, and of the County Council if it contributed thereto.

Returns presented Regulations re Government and Administration of Public and High Schools (S.P. No. 46) and the number of pupils in each High School or Collegiate Institute (No. 60).

60 Vict. Ch. 60 adjusted claims of the University to proceeds from lands appropriated to King's College in 1826.

60 Vict. Ch. 14. Amendments to the Department of Education Act of 1896 were made in the general Statutory Revision Act.

60 Vict. Ch. 45 empowered the Toronto City Council to supply water to the University and Upper Canada College free or otherwise.

The Annual Report of the Minister included a Special Report on the moral standing of Pupils and Teachers lest the academic advance be at the expense of character. Both groups were found to be normal. Technical Education, Public Libraries, Art Schools, and Scientific Societies indicated an interest in higher education through voluntary means. Tests were made in regard to the Educational standing of prisoners in the jails, their results affording food for serious reflection.

1898     61 Vict. Ch. 34 amended the High Schools Act in providing for the union of municipalities for High School Purposes.

61 Vict. Ch. 35 dealt with the Representation of Graduates of Victoria College on the Senate of the University of Toronto.

61 Vict. Ch. 77 extended the franchise to the same graduates in elections for the Vice-Chancellor and Board of Regents.

A renewed attempt was made, through the Estimates, to abolish the post of Director of Teachers' Institutes and Examinations but without success. Reports on Examinations (S.P. 1898, No. 1) and on the price of textbooks (No. 64) were presented and an instructive Bibliography of the Archaeology of Ontario.

1899     62 Vict. Ch. 36. An Act to improve the Laws in regard to Public Schools - (1) extended the powers of Boards, (2) gave greater elasticity in the course of study, (3) provided for examiners in unorganized districts, (4) arranged certain school financial machinery.

62 Vict. Ch. 37. An Act to amend the Separate Schools Act enabled Separate Schools to be established in the unorganized Districts on the same footing as schools elsewhere even before a Township Council or School Board was appointed, and entitled them to share in the Legislative Grant.

62 Vict. Ch. 11. An Amendment to the Statute Laws Amendment Act qualified newspaper proprietors for membership on School Boards even though inserting official advertisements concerning the same.

A Return was presented giving the names of High School teachers receiving Special Certificates. (S.P. No. 66).

The Report of the Minister for 1898 noted the increase in the number of schools and pupils and the growing predominance of female teachers. Inspired by the sixtieth anniversary of the coronation of Queen Victoria the importance of establishing an "Empire Day" was mooted - for the sake of the moral effect on the growing minds of school children. The Report notes the improvement in the appearance of school grounds resulting from Arbor Day, but little in their sanitation or needed extension for recreation.

1900      63 Vict. Ch. 53. An Act to improve the Public Schools Act authorized urban Boards to expend \$200 annually for promotion of gymnastics and athletics, and extended retiring allowance to teachers.

63 Vict. Ch. 54 improved the High Schools Act in re bequests for establishing scholarships, and in gratuities for teachers.

63 Vict. Ch. 52 amended the Act re the Education Department by constituting the Council of Education a Conciliation Committee to advise the Minister on request.

63 Vict. Ch. 55. An Act respecting Upper Canada College separated the College from the Provincial Educational System and provided for its reorganization under a Board of Governors, six in number: the Chief Justice, the Minister of Education, the Treasurer of the Law Society, the Chancellor of Toronto University, the Treasurer of the Board of Trade and the President of the U. C. C. Old Boys' Association.\*

The Annual Report of the new Minister, Hon. Richard Harcourt, followed the approved pattern. There was a surprising decrease in the number of pupils in High Schools, and in Separate Schools increase among the Roman Catholic and a decrease among the Protestant. The Minister stressed the necessity of Manual Training in view of the absence of the once powerful influence of trade apprenticeship. Especially mentioned was the "War of the Iroquois" in the Archaeological Report. (S.P. No. 12).

1901      The Legislature met in gloom over the death of Queen Victoria. Owing to demise of the Crown, renewal of the members' oath of fealty was necessary as the Sceptre passed to King Edward VII.

1 Ed. VII, Ch. 39. An Act respecting the Public Schools was a voluminous measure, consolidating the Acts and dealing generally with the aims of the system as it stood at that date.

1 Ed. VII, Ch. 40. The High Schools Act performed a similar service in this department.

1 Ed. VII, Ch. 38. The Department of Education Act dealt with Interior Economy; its jurisdiction and powers; the Educational Council; the position and powers of the Minister; Regulations and Orders-in-Council etc.

1 Ed. VII, Ch. 43. An Amendment to the Industrial Schools Act provided for compulsion of parents or guardians to pay municipalities for their wards' maintenance.

1 Ed. VII, Ch. 41. University Act, 1901, completely readjusted previous legislation and virtually created a new constitution.

\* In 1861 Rverson proposed that Upper Canada College offer training and practical experience to candidates for Masterships in the Grammar Schools; in view of the financial support which the "Royal Grammar School" had enjoyed since its foundation, this seemed a reasonable obligation. However, for a number of reasons the experiment was dropped and no effective training for High School teachers was possible until 1897 when the Provincial School of Pedagogy was established in Hamilton where the Board of Education offered quarters and permission to use the classes in the Collegiate Institutes. This School had been established in Toronto under the Principalship of Dr. J. S. McLellan in 1891, but training was theoretical only, the Toronto Board refusing use of school classes.



1 Ed. VII, Ch. 42. An Act respecting Upper Canada College exempted property held by the College, present and future, from taxation and from expropriation.

1 Ed. VII, Ch. 12. The Statute Law Amendment Act confirmed the provisions of the University Act above in regard to sale of the property and vesting of the proceeds in the Trustees of the University.

The Report of the Minister indicated no great changes. There was some decrease in expenditure, in the number of pupils except in the Roman Catholic Separate Schools and the Kindergartens, but an increase in attendance at both Normal and Model Schools. The usual Reports of Cultural Societies were presented. (S.P. No. 12).

1902 On the opening of the Assembly the Lieut. Governor referred to excellent results from the promotion of Technical Education, indicating that at least permissive legislation in this direction might be anticipated.

2 Ed. VII, Ch. 40. An Act to amend the Public Schools Act provided for

- (1) conveyance of pupils from Rural sections to Urban schools;
- (2) the consolidation of School Sections with a view to centralization;
- (3) the election of School Trustees by general vote;
- (4) the establishing of Manual Training and Domestic Science classes;
- (5) the issuing of debentures for repairs and improvements.

2 Ed. VII, Ch. 41. Amended the Separate Schools Act by:

- (1) empowering the issue of debentures, prescribing procedure, and the repealing of a previous enactment;
- (2) authorizing establishment of Continuation Classes, the grouping of schools for this purpose, fees from pupils, qualification of teachers, Legislative and County grants, and the disposal of property no longer needed.

2 Ed. VII, Ch. 41 amended the High Schools Act to provide for:

- (1) arrangement of finances between towns separate from the county;
- (2) non-resident and county pupils in cities and towns;
- (3) additional aid to High Schools by counties;
- (4) Scholarships for Public and Separate School pupils;
- (5) Grants for athletics;
- (6) the maintenance of County Pupils in Unions.

2 Ed. VII, Ch. 43. An amendment to the University Act (1) limited the time for bringing actions against the Trustees, (2) enacted conditions as to assessment of property occupied by Professors, (3) authorized Trustees to lease property to graduate societies, (4) authorized Victoria College to build a residence for women on certain land, (5) amended the law in other details.

The Report of the Minister for 1901 showed no great changes, its contents, in fact, being very similar in detail to those of the preceding year.

1903 3 Ed. VII, Ch. 31. An Act respecting Boards of Education in cities constituted such Boards in place of the previous Public School and High School Boards and Boards of Management of Technical Schools.

3 Ed. VII, Ch. 32 amended the Public School Act in regard to the vote of electors on by-laws for borrowing on debentures and other details.

3 Ed. VII, Ch. 33 amended the High Schools Act through a new clause governing maintenance of county pupils in city, town, and village High Schools, and County Aid to such schools.

3 Ed. VII, Ch. 34 amended the Separate Schools Act in respect of acquisition of sites, arbitrations, awards, ballot voting etc.

3 Ed. VII, Ch. 35 dealt with creation of an arbitration tribunal for adjustment of disputes in re Public and Separate School property in and near Windsor.

3 Ed. VII, Ch. 19. The Consolidated Municipal Act was amended by exempting University Professors from serving in Municipal offices, and in aid to Universities in regard to assessment for local improvements. The Act provided also for the support of certain pupils at Upper Canada College and High Schools and endowed a number of Fellowships.

3 Ed. VII, Ch. 86. An Act re the City of Toronto validated certain agreements between the City and the University.

3 Ed. VII, Ch. 36 set aside certain additional lands in Northern Ontario for the use of the University of Toronto.

The Annual Report of the Minister for 1902 showed increases of: Public Schools - 8, Roman Catholic Separate Schools - 17, Kindergartens - 118, Teachers - 251, High School pupils - 800, High School Teachers - 6, and progress in Technical Education. Especial mention was made of studies of Indian music by Mr. A. T. Cringan, Mus. Bac. (S.P. No. 12).

1904 4 Ed. VII, Ch. 31. An amended High School Act authorized Trustees to collect fees for books, and City Councils to contribute 80 per cent of average cost of maintenance of city High Schools.

4 Ed. VII, Ch. 32. An amendment to the Boards of Education Act debarred Separate School representatives from voting on Public School matters.

4 Ed. VII, Ch. 30. An amendment to the Public Schools Act contained a number of changes, notably in regard to Inspectors' salaries.

4 Ed. VII, Ch. 33. An Act respecting Boards of Education in certain cities, towns, and villages provided for such Boards in cities of Less than 100,000 inhabitants.

4 Ed. VII, Ch. 39. The Act respecting the Education Department provided for apportionment of money for free text books in rural districts.

4 Ed. VII, Ch. 34. The amended Separate Schools Act made certain provisions re establishment of separate schools in a portion of a rural section; for Arbitration; for dates of giving notices in case of taxes collected on previous assessments.

4 Ed. VII, Ch. 69 adjusted differences between Public School and Separate School Boards in Sturgeon Falls re taxes.

4 Ed. VII, Ch. 92 amended the University Act of 1901.

The Report for 1903 showed an increase of : Public Schools - 8, Roman Catholic Separate Schools - 19, High Schools - 3, High School pupils - 1,949, of women teachers over men - 400.

1905      5 Ed. VII, Ch. 34 amended the Boards of Education Act in the matter of voting in certain cities. Questions re text books were answered. (Journals, Leg. Assembly pp. 61, 85, 113).

The Minister's Report for 1904 showed an increase of 63 Public Schools but a decrease in enrolment and average daily attendance; R. C. Separate Schools showed increase in both. The Minister regretted the accelerating preponderance of women teachers over men in public schools. Revised Regulations (1904) were given at length.

1906      6 Ed. VII, Ch. 52. The Department of Education Act was a complete consolidation of the existing laws and effected virtually a reorganization.

6 Ed. VII, Ch. 53 made sweeping amendments in the Public Schools Act and a number of new provisions.

6 Ed. VII, Ch. 53 respecting the University of Toronto and University College reorganized 148 clauses of the Act. (Introduced by the Premier Hon. J. P. Whitney).

6 Ed. VII, Ch. 54 dealt with Boards of Education in certain cities, towns, and villages and was of municipal rather than academic interest.

The Report of the new Minister, the Hon. R.A. Pyne, disclosed a continuance of the trends evidenced in the preceding few years in regard to number of schools, pupils, and teachers, Secondary Schools and Continuation Classes showing greater progress than Elementary. The Minister called especial attention to the Reports on the Asylum for the Blind and the Institute for the Education of the Deaf and Dumb, and to those of the various cultural societies. (S.P. No. 12).

1907      7 Ed. VII, Ch. 51. The Public Schools Act was amended to provide for the right of immigrant children to attend school, the levying of rates for Continuation Classes, and in a number of other directions. 7 Ed. VII, Ch. 52 An Act respecting the qualification of certain teachers in the Separate Schools and in Religious Orders.

7 Ed. VII, Ch. 50 amended the Department of Education Act in regard to (1) the jurisdiction and affiliations of the Department, (2) acceptance of courses for the training of teachers in the Faculty of Education, University of Toronto, (3) the apportionment of grants for urban and rural schools, for their division between Public and Separate Schools, to Normal Schools etc.

The Report of the Text Book Commission was presented. (S.P. No. 49).

The Report of the Minister for 1906 explained in detail the purpose of the Acts named above, the basis of apportionment of grants to the respective institutions assisted by public funds, and the functions of the first elective Advisory Council. It showed the general trend of the past few years to be continuing in the various types of school, with increases notable in the Kindergartens and High Schools.

1908      The concluding Session of the Eleventh Legislature was opened by the new Lieut. Governor Sir Mortimer Clark, and forecast increased appropriations for Urban Schools.



8 Ed. VII, Ch. 66. The Department of Education Act introduced new clauses as to qualifications and duties of inspectors and teachers; adjusted the establishment of Model Schools and apportionment of School Grants.

8 Ed. VII, Ch. 67 in amending the Public Schools Act empowered Municipal School Corporations, without a High School, to establish Continuation Classes, regulated admission and enabled School Sections to unite for this purpose.

8 Ed. VII, Ch. 68 gave Separate School Boards the same powers in regard to Continuation Schools and Fifth Classes as did the Public Schools Act.

Returns appended to the Minister's Report covered Inspection of Continuation Classes and of Agricultural Departments in High Schools; Public Libraries; the Institutes for the Blind and Deaf. (S.P. No. 12).

The Minister's Report for the preceding year showed better enforcement of the Truancy Laws with increased school attendance; increase in number of Public Schools and Roman Catholic Separate Schools and pupils, and similarly for High Schools, Continuation Classes, Kindergartens and Night Schools. Non-Catholic Separate Schools showed a decided decrease as did also the proportion of men to women teachers. There were the usual reports from the Cultural Societies and from the University, and also a Return showing annual payments to this and the School of Practical Science for the past six years. (S.P. No.'s 12 & 13).

1909 9 Ed. VII, Ch. 93. An Act respecting Acquisition of Land for School purposes, outlined a general procedure to be followed.

9 Ed. VII, Ch. 94 was designed to increase the efficiency of the Department of Education.

9 Ed. VII, Ch. 92. An Act re Truancy and Compulsory School Attendance strengthened the machinery for its enforcement.

9 Ed. VII, Ch. 89. The Public Schools Act consolidated the laws and added many new clauses.

9 Ed. VII, Ch. 88 consolidated and further implemented the Department of Education Act of 1896.

9 Ed. VII, Ch. 91. An Act re High Schools and Collegiate Institutes coordinated this Act with the revised Education Department Act.

9 Ed. VII, Ch. 80 re Public Libraries and Art Schools was also a consolidation and revision.

9 Ed. VII, Ch. 90 re Continuation Classes performed a similar service of coordination.

9 Ed. VII, Ch. 95. An amendment to the University Act of 1906 gave the minister of Education a seat in the Council of the Faculty of Education, but without a vote.

The Annual Report for the year 1908 revealed progress in all phases of education with especial mention of Rural Schools, Technical Education, Continuation Classes, and advanced professional training through the Faculties of Education.

1910 10 Ed. VII, Ch. 104 amended the High Schools Act by enabling the admission of non-resident pupils in unorganized territory and the appointment of an additional Trustee.

10 Ed. VII, Ch. 102 amended the Department of Education Act in re distribution of the Iegislative Grant between Public and Separate Schools. 10 Ed. VII, Ch. 103 dealt with certain Public Schools in Toronto alone. 10 Ed. VII, Ch. 105. An Act re Industrial Schools formed a complete code for their administration.

The Annual Report for 1909 recorded advance in every phase except Night Schools, but regretted an increasing shortage of teachers through the drain caused by settlement in the Western Provinces; the only remedy for this latter loss was an increase in salaries. (S.P. No. 16). Reports on Technical Education, Art, Literature and Science, Historical Societies, the care of the Blind and Deaf indicated increasing public interest.

1911 The Third Session of the Twelfth Legislature of Ontario, opened by Hon. John Gibson, was the first occurring in the reign of H.M. King George V on the demise of the Crown under H.M. Edward VII. 1 Geo. V. Ch. 79 organized all Art, Industrial and Technical Schools and defined the law re procedure and maintenance; a second part dealt with Agricultural and Commercial Departments and Commercial High Schools. 1 Geo. V. Ch. 79. An Act re Technical Schools harmonized this with certain clauses in the Municipal Act. 1 Geo. V. Ch. 78 provided for special classes for Defective or Backward children.

The Minister's Report for 1910 made especial mention of an inquiry by Dr. F. W. Merchant into complaints made in regard to conflict between the French and English languages in certain sections of the Province. In every other direction, however, only the most encouraging progress in every branch of education was evident, except the increasing preponderance of women over men among teachers. (S.P. No. 16).

1912 2 Geo. V. Ch. 77. An Act to be known as The Adolescent Attendance Act in regard to pupils between the ages of 14 and 17 who had completed the course of the Fourth Form of the Public Schools or its equivalent. 2 Geo. V. Ch. 76. The School Law Amendment Act brought the laws up to date. 2 Geo. V. Ch. 41. An Act re Municipal and School Debentures was re-troactive in force, and amended the Public Schools Act on these matters.

The Annual Report of the University was presented. (S.P. No. 17).

The Minister's Report for 1911 recorded continued advance in every type of school, especially Continuation Schools. Appendixes covered the progress in Agriculture and Horticulture in Rural Schools, education of the Blind and the Deaf, and Literary and Scientific work. (S.P. No. 16).

1913 3 & 4 Geo. V. Ch. 73. An Act re Education for Industrial Purposes applied to all Art, Industrial, and Technical Schools and courses and to Agricultural and Commercial High Schools and High School courses already established under the Regulations.

3 & 4 Geo. V. Ch. 70. An Act re Consolidation Schools was an amendment and consolidation.

3 & 4 Geo. V. Ch. 71 performed a similar service for Separate Schools and for the School Laws generally.

3 & 4 Geo. V. Ch. 74 amended the University Act.

The Report of the Minister for 1912 indicated continued and solid progress in every kind of school with largely increased expenditure on High Schools in particular. The Report contained illustrations of a number of fine new school and library buildings.

1914     4 Geo. V. Ch. 49. An Act re Auxiliary Classes outlined the means of establishing classes for children who, from mental or physical causes, are unable to take proper advantage of the ordinary Public and Separate School courses.

The Minister's Report noted with satisfaction that "at no previous period.....had there been keener public interest in the schools" and that in no item did the word "decrease" occur.

Particular attention was called to increasing donations to the Provincial Museum and to Archaeological papers and illustrations on the Indians of the Niagara peninsula.

1915     The Legislature opened under the cloud of war, further saddened by the death of the Premier, Sir James Whitney.

5 Geo. V. Ch. 43. An Act to amend the School Laws.

5 Geo. V. Ch. 44 empowered the Toronto City Council to erect an Administration Building and to raise money for the purpose.

5 Geo. V. Ch. 45. An Act re the Separate School Board of the city of Ottawa settled certain disputes between the Separate School supporters in the matter of Provincial jurisdiction.

The Minister's Report for 1914 noted continued increases in every direction with the exception of Continuation Schools where decrease was only slight. (S.P. No. 17). The Archaeological Report dealt with the Indians of Grey and Bruce Counties.

1916     6 Geo. V. Ch. 62 repealed the Adolescent School Attendance Act and reconstructed the law for persons "of either sex not more than 17 years old exempt from school attendance under the Truancy Laws."

6 Geo. V. Ch. 24. Amendments to the Public Schools laws were incorporated in the Statute Law Amendment Act which also dealt further with Upper Canada College.

6 Geo. V. Ch. 63 amended the University Act in regard to its borrowing powers.

The Minister reported continued progress during 1915 in the number of schools and in attendance in spite of the strain of war.



The Archaeological Report presented interesting material on the early explorers and missionaries among the Nipissings and other tribes of Indians. (S.P. No. 17).

1917     7 Geo. V. Ch. 58. The Teachers' and Inspectors' Superannuation Act - self explanatory.

7 Geo. V. Ch. 57. An Amendment to the Public Schools Act limited its application in certain particulars to Boards of Education in cities of more than 200,000 population.

7 Geo. V. Ch. 62. An Amendment to the Auxiliary Classes Act extended powers to cities of more than 200,000 to erect buildings and raise money for such purposes.

7 Geo. V. Ch. 61 amended the Boards of Education Act in regard to annual election of Boards.

The Annual Report for 1916-17 announced that in spite of the war progress in the elementary schools was continuing and in others conditions at least remained stable.

The Report of the University was eminently satisfactory. (S.P. 1918, No. 17). The Archaeological Report continued with further interesting sketches and accounts of the early missions among the Indians of Ontario. (S.P. No. 17).

1918     8 Geo. V. Ch. 52 amended the Public Schools Act by requiring more emphatic declaration of national origin and more strict regulations governing voters for School Trustees\*.

8 Geo. V. Ch. 51 amended the School Laws through a number of important changes in school administration.

8 Geo. V. Ch. 20. Resolutions re the salaries of the Director of Technical Education and the Chief Inspector of Public and Separate Schools were passed and incorporated with the Statute Law Amendment Act which also authorized the Separate School Board of Timmins to raise money under guarantee of the Provincial Government.

8 Geo. V. Ch's 53 & 54 provided for an Annuity to the University of Toronto and amended the Upper Canada College Act.

The Annual Report of the Minister, Canon H. J. Cody, for 1917 showed a static condition in the High Schools, a consequence, no doubt, of the continuation of the World War. Other schools, except Night Classes, continued to progress. The Curator of the Provincial Museum continued the story of the Chippewa and Huron Indians and their decline. (S.P. No. 17).

1919     9 Geo. V. Ch. 75. An Act re Consolidated Schools repealed a section of the Public Schools Act and made many additions and readjustments.

9 Geo. V. Ch. 73 amended the School Laws.

9 Geo. V. Ch. 77 dealt thoroughly with Compulsory School Attendance.

9 Geo. V. Ch. 71 supplemented provisions of the Teachers' and Inspectors' Superannuation Act.

9 Geo. V. Ch. 82 repealed the College of Art Act in R.S.O. and revised many clauses.

\*i.e. only "British Subject" or "Naturalized".

9 Geo. V. Ch. 78 amended the Adolescent School Attendance Act.

The Minister's Report for 1918 (Hon. R. H. Grant) paid tribute to the devotion of the teachers in keeping the lamp burning during these dark days and in their efforts in philanthropic and patriotic causes. Industrial and Technical Schools and Roman Catholic Separate Schools showed advances, and care for the Blind and the Deaf was well maintained.

The Archaeological Report from the Provincial Museum treated of the Iroquois, or Five Nations, in Canada and of the many daring explorers from Cartier onward who "blazed the trail to Hudson Bay".

1920 10 & 11 Geo. V. Ch. 100 amended the Public Schools Act.

10 & 11 Geo. V. Ch. 99 amended the School Laws.

10 & 11 Geo. V. Ch. 103. An Act to provide for the establishment of Provincial Technical Schools added clauses to the Industrial Education Act and made provision for the payment of \$6,000 for Scholarships for Post-Graduate Study in France.

10 & 11 Geo. V. Ch. 101. The Separate Schools Act was amended to provide surgical attendance to remedy minor defects interfering with the child's education.

The Minister's Report expressed the hope that the principles established by Dr. Ryerson would never be abandoned and reviewed the progress from that time to this and the difficulties overcome. Expenditure on Roman Catholic Separate Schools showed considerable increase as also did public interest in Industrial, Technical, and Art Schools. The Archaeological Report dealt with the Great Monument of Xochicalco (Mexico) and with Etienne Brule and the trail to Georgian Bay. (S.P. 17).

1921 11 Geo. V. Ch. 89 amended the School Laws in certain details including School Attendance.

11 Geo. V. Ch. 90. An Act re Vocational Education extended its operations and application.

11 Geo. V. Ch. 91. An amended School Sites Act conferred further powers on School Boards in acquisition of property needed.

The Report for 1920 showed continued progress except in a decrease in Non-Roman Catholic Separate Schools; in High Schools a marked increase in both expenditure and attendance. The Report of a Commission upon the basis of financial obligation of the Province towards Toronto, Queen's, and Western Universities was returned. (S.P. 65).

The Report of the Museum continued its story of the Hurons, Algonquins, and Ojibways.

1922 12 Geo. V. Ch. 98. An Act of some volume amended the School Laws in re apportionments of grants, Union School Sections, Assessments etc.

12 Geo. V. Ch. 99. The Separate Schools Act limited Trustees to six, retiring by rote.

12 Geo. V. Ch. 101. The University Act amended.

The Annual Report for 1921 gave:

Elementary School Houses -	6,901, an increase of 100 over 1921.
Enrolled attendance -	585,213, increase of 20,000.
Average daily attendance -	increase of 43,426.
Expenditure, Public School-	\$3,506,620.
R. C. Separate Schools -	increase of 27 schools, 7,098 pupils.
Night Elementary Schools -	increase of 9, of pupils 964, of teachers 30.
Continuation Schools -	increase of 16, of pupils 1,682.
Vocational Schools -	increase of 1, of pupils 2,744.
Elementary & Secondary Schools-	32,632. Total cost - \$6,113,129 of which \$2,454,018 from grants.

There were the usual Reports from the Schools for the Blind and the Deaf. The Minister also explained in some detail the legal basis of grants to Public and Roman Catholic Separate Schools respectively, concerning the division of which there appeared to be some public misunderstanding.

1923 13 Geo. V. Ch. 55. The Adolescent School Attendance Act provided for exemption, in a Rural School Section, where pupils' services were needed at home.

13 Geo. V. Ch. 52 provided an annual grant to the University of Toronto for Medical Research.

A number of Orders-in-Council re Education were printed. (S.P. No. 66). Reports, majority and minority, of Legislative Commission 1921, on public grants to Public and Separate Schools were returned. (Questions and Answers in Journals, Session 1923).

The Report of the Minister, Hon. G. H. Ferguson, noted that prosperity in the Province was reflected in the rise in value of School Board property of more than \$3,500,000 to a total of more than \$10,000,000 in growth of Continuation Schools providing secondary education to rural areas, in both Public and Roman Catholic Separate Schools, and attendance in these and in Vocational Schools.

The Museum Report dealt with Tribes on the St. Lawrence at the coming of the French and on the Crees of the West.

A Select Committee reported on organization and administration of the University of Toronto (1923, No. 3) and a Return noted the gift of the Rockefeller Foundation. (No. 65).

1924 The first session of the Sixteenth Legislature was marked by a new administration under Hon. G. H. Ferguson as Premier and Minister of Education.

14 Geo. V. Ch. 32. Amended the Department of Education Act re the apportionment of Special School Grants and those to Rural Schools.

14 Geo. V. Ch. 27 adjusted differences re a School Site in S. S. 17 Westminster.

14 Geo. V. Ch. 83. An Act re Medical and Dental Inspection of Public and Separate Schools.



14 Geo. V. Ch. 85. The University Act dealt with nomination of certain members of the Board by Alumni and empowered the Board to acquire patents, trade marks and copyright.

Regulations and Orders-in-Council since May 8th, 1923, re Public, Separate, or High Schools were returned. (S.P. No. 53).

The Annual Report for 1923 stated that "at no period has the school system been in a more prosperous condition", in attendance, qualification and remuneration of teachers, and in the tendency towards Township School Boards as being more economical. Total enrolment in all Elementary and Secondary Schools was 722,050 at an expenditure of \$48,034,564, an increase of \$6,617,760 over the preceding year.

1925     15 Geo. V. Ch. 78 further amended the School Laws.

15 Geo. V. Ch. 79. An amendment to the Industrial Schools Act provided that children committed might be sent to other institutions, vested certain lands in the Crown and authorized their sale or other disposal.

In his Report for 1924 the Minister repeated in other words, the assurance of the earliest Minister of Education (1877) that the schools belong to the people themselves; consequently, the advancement of education, now as always, must depend upon their efforts and not upon the activity of officialdom. Total enrolment in all schools was 727,325, an increase for the year.

1926     16 Geo. V. Ch. 66. An Act amending the Department of Education Act fixed the current rate of interest on debentures held by the Provincial Treasurer.

16 Geo. V. Ch. 67. Amendments to the School Laws made changes:

(1) re setting aside of metropolitan school areas by County by-laws, the constitution of Boards, electoral machinery etc; (2) in the High Schools and Vocational Schools Act (1921) re the appointment of a member of the Separate School Board to the Advisory Committee.

16 Geo. V. Ch. 68 amended the University Act, and

16 Geo. V. Ch. 69 provided for an annuity for building purposes.

Regulations and Orders-in-Council of the preceding year were returned (No. 31) and Legislative Grants to all schools. (No. 30).

The Annual Report showed continued increases in Public Schools but reduced per capita cost, and a greater number of teachers available; Separate Schools, High Schools, Vocational, and Night Schools a like increase but at greater cost. A resume of school conditions, enrolment, and attendance from 1867 to 1925 showed attendance in 1925 as 88.83 per cent. The Report from the school for the Blind featured the success of the study and practice of Music among those thus handicapped, and urged establishment of scholarships at the Toronto Conservatory of Music for the gifted. The School for the Deaf reported a considerable increase in attendance, an evidence of growing awareness among parents of the needs of these unfortunates and of the facilities offered for the amelioration of their lot.

The Ontario Training College for Technical Teachers was opened at Hamilton during the year.

1927 Discussion of Education occupied much of the time of the Session. The inaugural speech of the Lieut. Governor stressed that the Government's policy was to extend the advantages of both elementary and higher education to all parts of the Province by (1) advanced courses in local centres, (2) by travelling schools and correspondence courses.

17 Geo. V. Ch. 91 amended the Industrial Schools Act by providing that children so committed might be sent to other institutions, and for more strict inspection.

17 Geo. V. Ch. 89. An Act re the Superannuation of Teachers created a new method of dealing with this problem.

17 Geo. V. Ch. 90 amended the Boards of Education Act by granting to Municipal Councils power to submit to the voters the question of the annual election of members of the Board and to City Councils the question, "Are you in favour of repealing the By-laws for election of the Board by Wards?"

17 Geo. V. Ch. 88. The School Law Amendment Act, 1927, made many important amendments and additions.

17 Geo. V. Ch. 90 amended the Ontario Statutes, 1919, by authorizing the Toronto Conservatory of Music to issue debentures to the extent of \$300,000, the Governors of the University of Toronto to guarantee these. A Report on Grants to Rural and Urban Public and Separate Schools was returned, (S.P. No. 80), and also that of the University of Toronto (No. 12).

In his Report the Minister continued his appeal for public support of Township School Boards in Place of the isolated School Sections of earlier days - this on the grounds of economy, efficiency, and neighbourly harmony; many schools had only one, two, or three pupils, 888 fewer than ten. He praised the work of the Committee enquiring into the schools attended by French-speaking pupils, and forecast an early solution of this problem.

Enrolled attendance at High Schools and Collegiate Institutes had risen to 353,400 and at Continuation Schools to 9,654, in Public Schools to 525,983, Vocational to 17,329. Separate Schools, other than Roman Catholic, now numbered only 5 with decreasing enrolment and attendance; Roman Catholic schools continued to increase.

1928 In his opening speech the Lieut. Governor again referred to the beneficial results of correspondence courses, travelling schools, vocational training, and increased facilities for adequate training of Public Library assistants to be arranged with the University of Toronto.

18 Geo. V. Ch. 49. Boys' Welfare Home and School Act provided for notification of municipalities of applications for such aid and care; dealt with their liability, and empowered them to recover from parents or guardians the costs of such care.

18 Geo. V. Ch. 53. School Law Amendment Act (1) substituted in the

Public Schools Act a new clause re School Trustees, Continuation Schools, and High Schools and County Representatives on Boards of Education; (2) empowered County Councils to establish Consultation Committees; (3) empowered the Minister to appoint a Separate School Inspector as a member of the Board of Examiners for any High School in his Inspectorate.

18 Geo. V. Ch. 54. The School Sites Act, 1928, amended and codified the law on this subject.

18 Geo. V. Ch. 56 empowered the Board of Governors of the University of Western Ontario to borrow a certain sum on the guarantee of Provincial Government.

The Report of the Minister for 1927 gave the following figures as evidence of progress:

In all Primary and Secondary Schools - 738,000 pupils.

Attendance in Urban Schools - 80%, rural slightly less.

Adolescents - 92,476 of whom 5,905 of 6% were excused through employment certificates.  
Truancy now negligible through coordinating efforts of a Provincial School Attendance Officer.

Property value of Schools - \$145,000,000.

Annual expenditure by Boards - \$48,000,000 of which salaries of teachers accounted for \$26,000,000.

Immediate objects of the Department: (1) modification of courses of study; (2) limitation of number of subjects pupil can take in any one year; (3) development of Vocational Education (teachers trained for the purpose already achieving results); (4) higher training of teachers (3rd class certificates now virtually extinct even in rural schools).

Further proposals:

- (1) Bill re Township School Boards to be submitted to the Legislature.
- (2) Modification of basis of grants.
- (3) Higher standards in elementary education to be available near rural pupils' homes.
- (4) Transfer to Upper School of First Year University courses.

In regard to (1) above, sufficient publicity had now been given to the waste and inefficiency of the old "section" system. For example:- 849 sections had an attendance of fewer than 10 pupils each at a cost of \$140 per annum per pupil; 147 sections had 5 pupils or less at \$240 each.

Elementary education was being provided for Northern Ontario by 4 Railway School Cars covering 600 miles of track, and since 1926 correspondence courses were reaching isolated pupils at an annual cost of only \$13 per pupil.



Auxiliary Classes now numbered 207, of which only 25 were as yet outside Toronto, but extension to rural areas was being considered; Boards would be reimbursed up to one-half the extra cost.

As to pupils in French-speaking districts a new plan had been in successful operation for two years under a Director of English Instruction and one of French Instruction. Special Normal and Model Schools for this language group had resulted in increase of High School Entrance certificates among their pupils.

Abstract of the Proceedings  
of  
the Department of Education

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1929 Legislation (19 Geo.V)

The School Law Amendment Act (Ch. 84):

- (a) Allowed for establishment of a municipal board of education by a resolution of the council of a town or village.
- (b) Gave permission for teachers and school boards to enter into group insurance plans.
- (c) Placed county school inspectors on the same salary basis as other Departmental inspectors.
- (d) Included gymnasiums among permanent school improvements for grant purposes.
- (e) Gave some relief in regard to the liability of counties for fees of non-resident pupils attending urban schools.
- (f) Authorized payment by boards, under certain conditions, for transportation of H.S. or P.S. pupils.
- (g) Modified the composition of H.S. boards.
- (h) Permitted advisory committees to appoint officers to advise pupils as to choice of employment.
- (i) Required from county councils grants to vocational schools as to high schools.

The Teachers' and Inspectors' Superannuation Act was amended by authorizing Regulations as to withdrawal of contributions.

The University Lands Act was amended (Ch. 85) to vest in the Crown title to certain lands in Queen's Park.

1929 Report.

In the opening words of his Report for 1929, the Minister reminded the Province that the prime responsibility for education rested upon the local authorities who, in fact, "provided the chief financial support". He noted improved school attendance, extension of the course in rural primary schools, expansion of secondary education, both academic and vocational, and growth of instruction for pupils retarded through physical or mental handicaps or remoteness. He stressed the importance of health inspection, illness being the chief cause of irregular attendance. The law respecting compulsory attendance was being enforced with good judgment as attested by the small number of cases which reached the courts; much of the credit was due to local service organizations which by persuasion helped to keep the pupils in school. The transfer of county inspection to officials of the Department marked a significant change - Inspectors now being able to speak to Boards with the authority of the Department.\*

He urged extension of the work in Fifth Classes, some Boards being unaware that these were compulsory where no High School existed for pupils ready to proceed thither; the necessary teachers would be prepared through the second year Normal course and summer schools. The schools for French-speaking pupils, in this third year since the new policy was adopted in 1927, showed continued improvement; there was an increase in the number both of teachers-in-training at the University of Ottawa Normal School and of pupils in Middle and Upper School.

New arrangements for students to proceed through evening classes to matriculation into University courses in Applied Science and Commerce and Finance offered widespread opportunities for self-improvement. Forty classes had been opened in the larger centres of Northern Ontario for the instruction of New Canadians in the English language and were enthusiastically attended. One railway school car had been added for service in the same area, and all cars were now equipped to give free dental service under the Department of Health. These amenities had spread contentment among the workmen of the North and acted as a strong deterrent to Bolshevism. Free correspondence courses for pupils isolated by distance or physical handicaps had increased from 200 in 1926 to 800 in 1929; these cost the Department \$15 per pupil.

\* Referring to legislation passed during the 1930 session which antedated the publication of the Report.



1930 Legislation (20 Geo. V)

A General Election on October 30th, 1929, returned the Government of Mr. Ferguson, Premier and Minister of Education. President Falconer of the University of Toronto announced the abolition of the First Year of the Pass Arts course and the establishment of a new four-year General course leading to an Honour degree. An important building programme at O. A. C. was launched May 23rd, 1930.

The School Law Amendment Act (Ch. 63):

- (1) Substituted the term "vocational" for "technical" in Acts and Regulations affecting this type of school.
- (2) Outlined the basis for apportionment of sums appropriated for school purposes among cities, towns and villages, and rural schools upon:
  - (a) attendance,
  - (b) value of property liable for school taxes,
  - (c) expenditures of the Board,
  - (d) other considerations approved by the Minister; grants to be paid before August 1st and statement laid before the Assembly during the first 10 days of the next session.
- (3) Amended the Public Schools Act as concerned:
  - (a) payment by one municipality to another in consequence of the award of a Board of Arbitration in regard to Union school sections,
  - (b) obligation of Boards to provide equipment for teaching Agriculture, and permission to contribute to the support of rural school fairs,
  - (c) obligation of Boards to pay salary and expenses of attendance officers appointed by County Council under the School Attendance Act and Adolescent School Attendance Act - all such payments to be under warrant of the Inspector,
  - (d) the number of Inspectors and the limits of their territories to be fixed by the Minister (in cities, to be approved by him); Inspectors to be directly responsible to the Minister (in cities, to obey the directions of the Board); their salaries and expenses to be fixed by the Minister and paid by the Treasurer of Ontario (in cities, by the Board which was to receive a grant towards this purpose).
- (4) Amended the law in regard to payments by the County for county pupils in Continuation, High and Vocational Schools.
- (5) Amended the Teachers' and Inspectors' Superannuation Act in regard to payment of disability pensions and return of contributions.
- (6) Amended the School Attendance Act in regard to school attendance of blind and deaf pupils and the appointment of attendance officers.
- (7) Extended the borrowing powers of the Provincial University.

An Act respecting Vocational Training (Ch. 64) was made applicable to all art, industrial, and technical schools and courses established under the High School and Technical School Acts and to similar courses as well as to agriculture and commercial schools under the Industrial Education Act

and those henceforth to be established.

The University Lands Act (Ch. 65) transferred certain lands in Queen's Park, Toronto, to His Majesty in the right of the Province of Ontario, the Board of Governors, University of Toronto, to receive \$75,000.00 as compensation.

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The Banting Institute, University of Toronto, was opened September 16, 1930.

1930 Report.

In his Report for 1930 the Minister noted an increase in the number of schools of all types, omitting night classes, of 50, bringing the total to 7,706 schools. The enrolment was 747,000 and average attendance 547,000 - a continued improvement in all respects; teachers numbered 20,000.

The Report foreshadowed the financial crisis, soon to become acute, in these encouraging words: "While cost at present is keenly scrutinized, and perhaps capital expenditures curtailed, yet the general efficiency will be maintained". The change in the system of inspection was already producing satisfactory results; with adequate clerical assistance Inspectors were now enabled to devote their energies to their prime function - the encouragement and assistance of teachers and pupils in the classroom. The Minister presented data carefully gathered from all schools and teachers in regard to attendance: truancy had ceased to be a problem; illness (15% less in rural schools) accounted for 60% of absence; work on the farm in rural areas for 9.5%; parental neglect for 5%; physical obstacles for 1.5% - emphasizing the need and value of health service in every school. Railroad school cars had extended their service by giving night classes in English, reading, spelling, writing, arithmetic, Canadian history and civics for New Canadian adults, with home-craft by the teachers' wives.

Increased attendance was reported from the Training Schools; the second year Normal School course provided teachers for Fifth Classes in elementary schools and Lower School courses in Continuation schools, the certificate being valid for both. Auxiliary classes, permitted to be established by Boards under the Act of 1914, numbered 26 by December 1920, 283 by December 1930, an increase of 19% over the previous year. They provided for 5,895 pupils, of whom 4,061 were "direct learners" while 1,834 suffered physical handicaps requiring orthopedic, open-air, hospital, sight-saving, lip-reading or speech-corrective classes. Regulations were forecast extending these services to rural schools through "partial classes" or visiting teachers. The Minister confidently stated that: "provision has now been made for the training of all educable children within the bounds of the Province". However, the enjoyment of this provision was a matter for local autonomy; the Government supplied trained teachers, inspection, free surveys and grants equal to one-half the excess cost.

As regards Vocational Training in 1930, classes had been established for apprentices in two cities and were to be extended to other centres as early as requested.

A reflection of the coming financial crisis is seen in the Minister's concern over the cost to the Province of the Departmental examinations; remedies were suggested such as a new type of test or extension of the principle of "recommendation" to the Middle School examination.



1931 Legislation (21 Geo. V)

The Honourable G. S. Henry, B. A. LL.B. succeeded the Honourable G. H. Ferguson K. C., LL.B., LL.D. as Premier and Minister of Education - Mr. Ferguson having been appointed High Commissioner for Canada in the United Kingdom.

The School Law Amendment Act (Ch. 71):

- (1) Made provision for the establishment of Vocational schools by joint action of two or more Boards, and prescribed the manner of apportioning costs.
- (2) Made some changes in the School Attendance Act.
- (3) Inserted into the High Schools Act the same provisions in regard to written agreements between Boards and teachers and to the payment of salary for the number of days' teaching as prescribed under the Public Schools Act.
- (4) Provided for the use of school grounds and gymnasiums during vacations.
- (5) Amended the Public Schools Act in regard to payment by one municipality to another as a result of the award of a Board of Arbitration concerned with Union schools; debentures might be issued without the assent of the ratepayers to the by-law and extended the borrowing powers of the Provincial University.
- (6) Re-defined "ratepayer" and qualified voters.
- (7) Allowed circulating or lending libraries to operate without the former permit.

The McMaster University Lands Act (Ch. 72) transferred the former site of the University on Bloor Street, Toronto, to the Crown.

An Act to amend the Public Health Act (Ch. 58) authorized the board of any school governed by Regulations of the Department of Education to provide medical and dental inspection.

The Training Schools Act (new) Ch. 60, established the Boys Welfare Home and School at Bowmanville as a Provincial institution for problem children; and an amendment to the Industrial Schools Act (Ch. 73) provided that delinquent boys might be sent to the former institution instead of the latter. Such institutions, however, were no longer primarily the concern of the Department of Education.

## 1931 Report

The renewal of Federal grants towards Technical and Vocational Education was expected to give a new impetus to these schools and departments.

In answer to a question in the assembly the Minister gave the number of Public School Inspectors as 118, of whom 90 had been appointed by the Government, of High School Inspectors, 5, with a statement of their salaries, expenses and special fees.

In his Report for 1931 the Minister expressed sympathy for Trustees in their difficult task of maintaining the standard of education under the existing economic stringency; strict economy was necessary, especially in regard to extension of buildings; at the same time he reminded them that "schools... are of more vital consequence to the community than any other form of social activity." He dealt with the demand "in some quarters" that school expenses be placed under municipal control; this would be a reversal of the policy of the Province, and there was no indication that the Legislature would approve it without the plainest warrant from public opinion. He suggested the value of Intermediate Schools as a measure of economy. The problem of examination costs to the Province was becoming acute and the Minister expressed no sympathy for complaints in regard to the increase in fees. The Minister's only connection with Departmental examinations was through his duty under statute to determine the quality of prospective teachers; voluntary action of the Universities in accepting these examinations for matriculation had added the latter to his obligations. No one need write unless he intended to enter University or a training school for teachers. To use Departmental certificates as a recommendation for employment was not only to cause the Province needless expense, but to discredit the whole secondary school system; for the graduation diploma was evidence not only of the pupil's knowledge and aptitudes but of his attitudes and character as no isolated written test could be.

The Minister paid tribute to the Women's Institutes, Home and School Clubs, and the Junior Red Cross for their contributions to the success of the elementary schools, particularly in regard to agriculture, household science, music and art, and the care of school property. He forecast that the gradual adoption of the recommendation of the Principal for Entrance to High School would be extended to smaller centres. The increase of Fifth Classes covering two years of High School augured well for the establishment of Intermediate Schools.

There had been a marked increase in attendance at Secondary schools, and especially in Upper School, caused by the demand of the Universities for Honour Matriculation and by the lack of employment. The success of the summer courses in Vocational Guidance given during the preceding two years led the Department to consider the establishment of a Bureau of Vocational Guidance.

1932 Legislation (22 Geo.V)

An Act to Amend the School Laws (Ch. 42):

- (1) Enlarged the definition of a school section: in future to be any school area
  - (a) for which a board had been established,
  - (b) the whole or any part of a township set apart by by-law as a Township School Area.
- (2) Made obligatory the payment of school taxes upon persons in unorganized territory where no school had been established when their children attended a school elsewhere or of a different kind.
- (3) Empowered a board of P.S. trustees to enter into agreement with the board of an adjacent "urban municipality" as well as that of a "city or town" for the erection and maintenance of a school; and to exempt taxable property in the township area from the general rate.
- (4) Fixed a time limit within which a board of arbitration must make its award.
- (5) Clarified the definition of "guardian" and of "school."
- (6) Enlarged the Council of the Ontario College of Art to 13 members.
- (7) Allowed a retiring school board to set the date of the first meeting of the new board.
- (8) Limited the township grants on salaries in a continuation school to those of 1 principal and 2 assistants and provided that levies for support of a continuation school established by a separate school board should fall on separate school supporters only.
- (9) Required a school section to meet the transportation costs of local pupils attending elsewhere.
- (10) Provided for the conclusion of the engagement of a teacher before his duties had commenced.
- (11) Prescribed the composition and mode of election of public school boards in cities of over 100,000 population.
- (12) Transferred the funds of the Teachers' and Inspectors' Superannuation Fund to the Province and laid down provisions of issue of debentures and rates of interest for the next and succeeding periods of ten years each.
- (13) Authorized and prescribed method for assignment to a survivor of any allowance payable to a teacher on retirement.
- (14) Grouped under "Inspectors" the following: Supervisors, Superintendents and Inspectors of the Penny Bank.



## 1932 Report

The Report of the Minister for the proceeding year was chiefly concerned with efforts to maintain the efficiency of the schools under the financial stringency. Twenty-five per cent of the total population was in Provincial schools. To relieve the burden caused by abnormal enrolment in the secondary schools, increased 120 per cent in ten years, a number of expedients were suggested, some already adopted by progressive school boards. The "Rotary Plan" and "staggered" classes would utilize more fully the school accommodation and equipment; Lower School work could be done in Fifth Classes of the elementary school. The Minister re-iterated his appeal to parents and business men against demanding Departmental certificates. "Recommendation" had now been extended to High School Entrance, Lower and Middle School; of 95,719 pupils who passed these examinations in school only 17,509 proceeded to Upper School, i.e. showed any intention of proceeding to the institutions to which the final Departmentals gave entrance.

The severe casualties among even the small number of students proceeding to the first year of a University course, as published in the Report of the President of the Provincial University, had suggested in certain quarters a serious indictment of the secondary schools - that candidates were either inadequately prepared, "spoon-fed", or improperly selected. To the pleas of the Minister against unnecessary demand for Matriculation standing, the Report added a defence of the schools by the Chief Director and suggestions to the public and to the Universities. The schools were compelled to adapt their courses to popular demand; hence while preparing pupils for an academic career they offered little training for employment and none at all for social and family life. The need for vocational guidance was imperative. At the same time he suggested that the Universities re-assess the value of the subjects required for admission and, further, select their instructors on the basis of ability, experience and training as teachers as was the practice in the secondary schools.

The Minister called attention to recent legislation designed to relieve municipalities of some of their financial burden: township grants to rural boards had been reduced, any loss to such boards to be offset by Government grants; boards must report their financial standing to municipal councils and not build up a surplus; counties were relieved of the cost of pupils attending schools in adjacent cities or towns; these might charge fees which the pupils' own boards might pay.

The Minister paid tribute to the increased interest of trustees in their tasks and of the people in their schools, as well as to the teachers who, on reduced salaries, were undertaking more and more onerous duties.

He announced the drafting of a new course of study for girls entering Training School for Nurses by a Committee representative of the Department of Health, the University, the R.N. Association, the School Principals and the Department of Education. Hitherto there had been some discrimination against girls from vocation schools who held no "Matriculation" certificate. He also announced the transfer of inspection of agricultural schools and departments to the Vocational Branch.

The Provincial University announced the resignation of the President, Sir Robert Falconer, owing to ill-health, and the appointment of the Reverend H.J. Cody, M.A., D.D., LL.D., Chairman of the Board of Governors, to succeed him.

1933 Legislation (23 Geo.V)

The School Law Amendment Act (Ch. 58) provided that:

- (1) Rural Boards receive grants towards medical and dental inspection if these services were provided before Dec. 31st, 1924, and might enter into agreement with a local Board of Health for such inspection.
- (2) Rural Boards might provide for admission of pupils to urban or Indian schools in lieu of providing the accommodation legally required.
- (3) Each section in a Consolidated School Section was to receive the township grant on teachers' salaries; township grants, however, were to be reduced pro tem.
- (4) Legislative grants might not be withheld from a municipality in default.
- (5) Urban Boards to receive legislative grants towards expenditures on physical training, and a scale set for grants towards cadet corps.
- (6) Any board could demand fees from a pupil who had already attended a secondary school for 6 years.
- (7) All boards must submit estimates showing deficit or surplus.
- (8) County might pay 80% of cost of county pupils in Fifth Classes in urban schools.
- (9) Cost to the county of each pupil in Continuation schools in the county not to exceed \$100 plus one-half the excess; of each pupil in High school, \$125; in Vocational school \$150 plus one-half the excess in each case; if school in another county, whole cost to be paid.
- (10) Each city and town to be a High School District.
- (11) The Minister might direct the closing of a school where for two successive years there were in the section fewer than 8 persons between the ages of 5 and 14 years.

The Teachers' and Inspectors' Superannuation Act was amended in regard to the basis for calculating pension on retirement or permanent disability, and the claim of the estate in case of death.

### 1933 Report

The Report of the Minister noted the continued growth of the school population and of the financial difficulties of the Boards. In spite of reduction in salaries there was now an over-supply of teachers and of applicants for the training schools. Beginning next year, therefore, the Normal Schools would offer only courses leading to the First-Class certificate. Meantime a number of Inspectors were being relieved of their duties in order to assist in the instruction of the crowded Normal Schools.

There had been an expansion of agricultural instruction and school gardens in both elementary and secondary schools and an increase in the number of teachers trained by the Department for teaching this work.

A celebration of the 50th anniversary of the passing of the Public Libraries Act was held in Toronto, April 16-17th, 1933.

The completion of the fifth year since the adoption of the new policy in regard to English-French schools called attention to the very satisfactory results achieved thereby.

The University announced the establishment of a School of Nursing to provide the training formerly given under the Department of Health - made possible by a substantial grant from the Rockefeller Foundation.



1934 Legislation (24 Geo. V)

The year was marked by the retirement of Dr. A.H.U. Colquhoun, Deputy Minister of Education, and of Dr. F.W. Merchant, Chief Director from 1923 to 1930 and later Chief Advisor to the Minister.

The School Law Amendment Act (Ch. 52) largely offered relief to Boards or individuals whose difficulties were increased by the financial stringency:

- (1) The Inspector might authorize a rural school board to exclude all children under six years of age except at the beginning of the school year in September.
- (2) The board of a city might provide teachers and school supplies for children in charitable institutions, even outside the city.
- (3) A high school or vocational school board might provide books and supplies free or collect a maximum of 25 cents per month per pupil.
- (4) County Council must give rebate to the board of a high school district with no school where the board was paying fees elsewhere.
- (5) A judge might order a board to pay a teacher's salary even if no written agreement existed.
- (6) Teachers might retire on full superannuation allowance after 39 years of service instead of 40, or after 30 years on the actuarial equivalent thereof.
- (7) A Township school area might include a portion of an unorganized township.
- (8) The sanction of the Minister was required before a school section was organized.
- (9) Purchase by a school board in the districts of lands sold for taxes was validated.
- (10) Reduction of township grants to public schools was continued.
- (11) An Inspector in the districts, with the approval of the Minister, might organize a union section or change its boundaries, maximum extent, however, to be 5 miles by 5 miles.

By a private Act (Ch. 104) the formation of a Board of Education for York Township was authorized.

1934 Report

The Report of the Minister noted that there were 749 rural schools with fewer than 10 pupils each. The secondary schools, however, continued overcrowded; the qualifications of their teachers were higher than ever before and some continuation schools were now doing Upper School work - an economy for both parents and taxpayers. Auxiliary services were being maintained effectively; a sixth railway school car had been added, and correspondence pupils now numbered almost 1800. Agriculture was being taught - in some schools under the High Schools Act, in others under the Vocational Education Act - in 25 collegiate institutes, 61 high schools and 36 continuation schools to a total of 14,000 pupils. Music had been added to the secondary school course.

1935 Legislation (25 Geo.V)

The School Laws were amended (Ch. 64):

- (1) In an effort to improve the quality of instruction in rural schools, section 109 (3) of the Public Schools Act was amended to deny to rural boards the township grant on any salary less than \$500.
- (2) A new basis of county support for secondary education was laid down, and the means of settling by judicial reference disputes between county councils and boards.
- (3) The Lieutenant-Governor-in-Council was empowered to fix and alter the basis for high school grants.
- (4) The Minister was given the right to use classes in any school for practice-teaching by students in the teacher-training schools.
- (5) Uniform dates for the opening and closing of all schools were prescribed.
- (6) The method was prescribed for the discontinuance of an established high school district.
- (7) Qualifications for the office of public school trustee were more fully defined.

By a private Act (Ch.89) a Board of Education for the Township of North York was authorized.



## 1935 Report

In his Report for the school year of 1935 the Minister noted the decline in rural school population; 129 schools showed an average attendance of fewer than 6 pupils and 749 fewer than 10. This was both uneconomical and inefficient, robbing the children of a valuable part of their education - the social contacts and extra-curricular activities provided by larger schools. At the same time the salaries offered had reached so low a level that such schools could not attract efficient teachers; the Public Schools Act had therefore been amended in 1935 denying to boards their share of the grants if the salary was lower than \$500. In 1934 the Normal Schools had discontinued the second year of attendance; in its place teachers would be required to complete the equivalent of a one year's University course and one summer session of professional training in order to gain a permanent First-Class certificate. A more effective system of practice-teaching had been adopted under which the student-teacher spent a total of four weeks in continuous practice in the schools.

To reduce the drain upon the Superannuation Fund through the number of teachers compelled to retire on disability pensions and the loss to the schools through absence from illness, a medical examination for applicants to training-schools (by doctors appointed by the Department) had been instituted. A number of poor risks were being rejected.

To improve the health of the pupils experiments had been conducted in a number of schools by the Department of Health, and a Teacher's Manual would soon be ready; meantime summer courses in the subject had been established.

Correspondence courses had now been extended to provide for Fifth Classes, a satisfactory number of pupils having already attained High School Entrance by this means. A sixth railway school car had been commissioned in 1935 and lending-library service added to the services already being performed by this means.

Significant improvements had been effected in the Schools for the Blind and Deaf. In the former the Department's regular course of study was being followed with modelling and sculpture substituted for the standard course in Art; the goal of full matriculation had been set for students capable thereof. Extra-curricular activities were strongly emphasized, especially choral and orchestral music. In the School for the Deaf methods of teaching had been completely revised in a change from the manual to the oral, but the former had been continued and extended in vocational training and shop work.

The Minister announced the appointment of a Provincial Supervisor of Music with gratifying results already being noted in the elementary schools.

Amelioration of the economic situation was evidenced during the year by a number of much-needed additions to the schools being undertaken and by some recovery in the scale of teachers' salaries.

1936 Legislation (1 Ed.VIII)

The School Law Amendment Act (Ch. 55):

- (1) Permitted the council of a town, village or township, which had been declared a high school district, to form by resolution a board of education to establish and maintain one or more public and high schools.
- (2) Placed upon county councils the same obligation in regard to the cost of education of pupils in grade A and B continuation schools or in vocational schools as for those in high schools.
- (3) Extended the list of items on which grants for "maintenance" could be claimed.
- (4) Modified or extended the number and terms of office of members of school boards.
- (5) Gave power to boards to establish pension plans for non-teaching employees or give gratuities on retirement.
- (6) Required county grants (\$500) to agricultural departments in high schools and set rate of township grants for 1936 and 1937.
- (7) Amended the law re composition and powers of Public Library Boards and the rights of school sections, townships or counties to enter into agreements with these.
- (8) Prescribed election by ballot of rural trustees in sections with more than 200 electors. (Repealed 1937).
- (9) Repealed section 65 of the Separate Schools Act and amended the Assessment Act (Ch. 4) in order to assign to the support of Separate Schools a proportion of local taxes paid by large corporations. (Repealed in 1937, (Ch.9) as inoperable).
- (10) In regard to Teachers' Superannuation, amendments:
  - (a) Changed the interest rate on refunds to estates to the current rate of the Ontario Savings Office.
  - (b) Allowed refund of the whole contribution on withdrawal after 5 years and laid down conditions for subsequent re-joining.
  - (c) Raised contribution of teachers and inspectors to the Superannuation Fund to 3% of salary, the Government contribution to remain at 2½%.

## 1936 Report

The Minister announced a lowered attendance at the Normal Schools, except for the University of Ottawa School for English-French teachers, and a general improvement in the quality of the candidates. The system of excusing from final examinations those students who had maintained a high standard on the year's work had proved satisfactory; to assure a uniform standard for all the schools the final papers of those required to write would be marked by a Central Committee on Examinations.

Some changes in the administration of city schools was announced. In 1932 Regulations had been issued permitting the Board of Education for a city of over 100,000 to appoint one official as Superintendent over all its schools, subject to his being acceptable to the Advisory Vocational Committee and his academic and professional qualifications being approved by the Minister. In 1935, on request, this privilege had been extended to cities of fewer than 100,000. A number of such cities were following the example set by London, with effective results.

The Minister announced also considerable revision in school textbooks with emphasis upon extensive rather than intensive reading.

An indication of the return of more prosperous times as well as of an enlightened view of education was found in the number of rural school boards which had undertaken the erection of new and modern buildings equipped with all conveniences and designed to serve also as community centres.



1937 Legislation (1 Geo.VI)

The School Law was amended (Ch. 68):

- (1) To authorize Union Boards of Education.
- (2) In regard to the term of office of the Chairman of a Public Library Board.
- (3) To repeal the two amendments referred to under 1936.

It also re-defined the items on which grants for maintenance and permanent improvements might be claimed for each class of school, and attempted a further definition of county, resident and non-resident pupils.

## 1937 Report

In his Report for the year 1937 the Minister announced the revision of the course of study for grades I to VI and grade IX, and progress upon those for Grades VII, VIII, and X. The aim was flexibility, a wider choice of studies, and the development of initiative and self-reliance in the pupils. In furtherance of this aim the course in grade IX, the first year of secondary school, was to be exploratory of the pupil's aptitudes and included shop work and household science for boys and girls respectively. With the proposed course in grade X it was designed to give a rounded preparation for the large number who would leave school and enter employment at that stage. The numbers in the training schools had remained stationary and although the supply of teachers was still adequate a possible shortage might arise unless salaries improved. The experiment was being tried in Carleton County of appointing a "Helping Teacher" to visit and assist the inexperienced - a duty which the Inspectors, with their heavy administrative tasks, found increasingly difficult to perform. In the matter of organization, 58 rural schools had been closed in 2 years, and 12 township school areas brought into operation. This latter plan did not imply consolidation, but made it possible for the trustees and the people themselves to readjust their school sections as convenience and economy might dictate.

Auxiliary services had been extended during the year to provide for the victims of the poliomyelitis epidemic through hospital, home, and correspondence courses. The revision of the curriculum with its wider choice in supplementary reading called for expanded library services; through the co-operation of the public, the trustees, and the public libraries this call had been loyally answered.

The Minister recommended the Report of the Committee on Educational Costs, published in March 1938, for careful study by the public. This Committee had found that too great a burden of taxation for education fell upon real estate, especially since the power to tax incomes had been taken from the municipalities; it recommended equalization of assessments, larger taxation units and taxation on other forms of wealth. The greatest increase was in the cost of secondary education; the Committee therefore recommended:

- (1) That the first two years of secondary education be of general character, primarily to meet the need of those pupils not likely to proceed further.
- (2) That Fifth Classes be encouraged in central locations in rural areas.
- (3) That Provincial grants for secondary education be increased.
- (4) That county boards be charged with the supervision of secondary schools.
- (5) That each secondary school district assume the cost of its own pupils with no further payment except for vocational training.
- (6) That cost of outside pupils be shared equally by the municipality and the county.

1938 Legislation (2 Geo. VI)

An Act respecting Disputes between Teachers and Boards (Ch. 42) commonly known as "The Board of Reference Act", provided a remedy for the injured party in case of "dismissal or the termination of a teacher's services in a manner not mutually agreeable." Application must be made within 10 days, each party naming a representative to sit with a judge who might apportion costs and report to the Minister. Pending the award the school board might not replace the teacher.

This measure was one which teachers' organizations had been urging since 1921 in order to remove one of their greatest grievances, insecurity of tenure. It is to be noted that the Act did not cover demotion or reduction in salary.

The Trade Schools Act (Ch. 43) required the registration with the Minister of every school purporting to teach a trade whether by correspondence or by attendance. The Minister was given the power to inspect and to grant or withhold his approval. Excluded were schools designated under the Apprenticeship Act or already operating under any other Statute.

The School Law Amendment Act (Ch. 35):

- (1) Reduced the county representatives on high school boards to one.
- (2) Re-defined county pupils.
- (3) Re-classified items under "maintenance."
- (4) Prescribed an annual contribution of \$500 from county councils to an Agricultural Department of a continuation school.
- (5) Required the site of a public school, where no longer needed, to be sold and the proceeds devoted to public school purposes as directed by the Minister.
- (6) Reduced the minimum membership of high school boards from 6 to 3 trustees and provided for their annual retirement.
- (7) Provided for transportation of pupils under the High Schools Act.
- (8) Outlined the method of calculating the cost of education of county pupils and of the county levy for maintenance and permanent improvements in high school districts.
- (9) Reduced the liability for secondary education of the Provisional County of Haliburton.
- (10) Prescribed action where seat vacated or duties neglected by a trustee.
- (11) Clarified the official dates for opening and closing the schools.
- (12) Re-defined the personnel of the Superannuation Commission.

### 1938 Report

In his Report the Minister noted the revision of courses for grades VII, VIII and X and the granting of a new Departmental certificate, on the Principal's recommendation, for all pupils completing the course up to that point. This, he felt, would be a milestone in the career of the young, comparable to the High School Entrance or Matriculation, and would assure those who left school at that stage of a well-rounded general education. Reports on the success of the courses in grades I to VI had been requested of teachers and inspectors with a view to revision if necessary. A revision in the High School Entrance examination for the few who were still required to write reduced the number of papers to 5.

There had been a decline in the number of students in the teacher-training schools, but an improvement in the preparation of Normal School students had been introduced; each student now carried out two weeks continuous teaching in a rural school near her home, one before returning to Normal in January, one after Easter.

A "helping teacher" had been appointed in a second county to assist the inexperienced and relieve the Inspector for extended duties.

As suggested by the Committee on Educational Costs the Legislative grants were being increased, and to encourage the formation of larger administrative units an annual grant of \$100 would be paid to each school section forming part of such a unit.

A handbook on Health Teaching was now available for every teacher and there was every prospect of this important work being stressed.



1939 Legislation (3 Geo.VI)

The year was marked by the untimely death of the Minister, the Hon. Dr. L.J. Simpson, under whose wise and kindly administration much progress had been made towards a broader and more liberal public education. He was succeeded in office by the Deputy Minister, Duncan MacArthur, M.A., LL.D. formerly Professor of History in Queen's University.

The School Law was amended (Ch. 44):-

- (1) To authorize the appointment by a county council of one or more members of a High School Board in a municipality not separated from the county.
- (2) To re-define county, resident, and non-resident pupils of continuation, high, and vocational schools and the apportionment of the cost of their education respectively.
- (3) To prescribe county grants to continuation schools for agricultural purposes.
- (4) To clarify the status of the board or management committee of a continuation school included in a township school area.
- (5) To outline the powers of the board of a township school area, particularly in regard to the inclusion of a union school section.
- (6) To provide for the appointment of school attendance officers in unorganized territory and by any public or separate school board employing not fewer than 5 teachers.
- (7) The Industrial Schools Act and the Training Schools Act (R.S.O. 1937 Chs. 363 & 364) were repealed by a new Training Schools Act (Ch. 51) which established the Bowmanville Training School for Boys and the Galt Training School for Girls as the Provincial institutions for juvenile correction and rehabilitation. The Act also authorized the continuance of existing private Training Schools already operating under the auspices of religious or service organizations - all schools to be under the supervision of a Provincial Advisory Board.

### 1939 Report

In his Report of 1939 the Minister announced the revision of the course for grade XI. After 1939 no further Departmental examinations for Middle School would be held; Departmental certificates would be issued on 50 per cent standing in each subject as recommended by the Principal. After 1940, however, all desiring Upper School certificates must write the Departmental examinations.

The Minister noted the progress in music instruction - 68 per cent of elementary school classrooms as compared with 43.2 per cent in 1934; 53 per cent of secondary schools with 25 per cent in 1937.

There had been an increase in the number of students in the training schools; in the Normal Schools the subjects of instruction and examination had been reduced from fifteen to ten.

With the purpose of harmonizing the teaching of the youngest children with the findings of modern child psychology a Committee of chosen kindergarten and primary teachers had been called together. It recommended a new division to be known as the "Primary School" to include the nursery school, the kindergarten, and grades I and II. A course leading to a "Primary School Specialist" certificate would be offered in the Toronto Normal School for the session 1939-40, entrance requirements to be a degree or a First-Class certificate, with special emphasis upon musical ability. Continuous observation and practice-teaching in the Normal Schools had now been extended to eight weeks' duration. To harmonize preparation with later practical experience in the schools, the interchange of duties between Inspectors and Normal School Masters had been adopted as a regular policy.

In regard to the "English-French" Schools the Minister commented favourably on the increase in the number of teachers holding First and Second Class certificates.

Correspondence courses had been revised to cover the new courses of study.

To assist in the war effort the Toronto Normal-Model School buildings had been placed at the disposal of the Federal Government for the duration, and plans were under way to use vocational school facilities for the training of personnel to man the war industries.

1940 Legislation (4 Geo. VI)

The School Law Amendment Act (Ch. 24):-

- (1) Prescribed when a Grade A or B Continuation School be deemed a public school for purposes of township levy and grants towards salaries.
- (2) Extended power of township council re inclusion of a union section in a township school area - section to be included with consent of municipalities concerned, no matter in which municipality the actual location of the school.
- (3) Gave the Inspector power to organize a township school area in an unorganized township, subject to the consent of all boards concerned and the approval of the Minister.
- (4) Authorized the board of a city of 50,000 or over to acquire land in an adjoining municipality in anticipation of future expansion.
- (5) Allowed the Board of a Public Library to grant a gratuity to an employee on retirement.
- (6) Dealt with acquirement of sites by Separate School boards and method of filling vacancies among trustees.

Amendment of the Teachers' & Inspectors' Superannuation Act (Ch. 32):

- (1) Raised members' contributions to 3 1/2% of salary.
- (2) Restored to 40 years the service period required for full allowance.
- (3) Dealt with allowances on disability after 15 years service and return of contributions upon death before superannuation.
- (4) Prescribed how retiring allowance computed.
- (5) Outlined limitations upon claims of students at O.C.E. or the Ontario Training School for Technical Teachers, suffering from a "physical impairment."
- (6) Made more rigorous the Regulations governing private "Trade Schools."

The Statutory Law was amended to defer election of Chancellor or members of the Senate, University of Toronto, until 1942.

## 1940 Report

The Minister's Report was concerned chiefly with the effect of the war upon the school system and the ready response of all concerned to the demands of patriotic duty. Through the action of advisory committees and boards the vocational schools had been mobilized to operate on a year-round basis and were prepared, if necessary, to adopt a 24-hour schedule. During the months of July and August 6000 semi-skilled workers had been prepared for industry by this means. The Ontario Training College for Technical Teachers was closed "for the duration" and its facilities devoted to war work.

The reports of the Inspectors attested the advantages accruing from the new system introduced into the Normal Schools, including the exchange between staffs. The call of the forces, however, and of services auxiliary thereto had depleted the ranks of teachers both in service and in training. The current uncertainty, too, had retarded the extension of township school areas. Thirty-eight rural schools had been closed during the year owing to lack of pupils, making a total of 198 to the end of 1940.

A campaign for the improvement of rural schools and school grounds was showing results and a booklet had been issued to guide boards and teachers in their efforts.

To cause as little disruption as possible the revised courses for grades XI, XII, and XIII would be published in successive years.



1941 Legislation (5 Geo. VI)

The School Law Amendment Act (Ch. 32):-

- (1) Gave to continuation and public school boards the same powers as high school boards in regard to levying money to pay for transportation of pupils.
- (2) Authorized the formation by Order-in-Council of high school districts in unorganized territory.
- (3) Allowed mileage grant to rural and township area trustees for attendance at a maximum of 8 board meetings.
- (4) Prescribed method of computing cost of county pupils and assessment of union school sections, and required county grant towards Fifth Classes.
- (5) Allowed credit for attendance on behalf of pupils excused to engage in approved war-work.
- (6) Fixed at \$600 the minimum salary on which township grants might be paid.
- (7) Authorized the appointment of three teachers as additional members of the Superannuation Committee: One in 1938 by the secondary school teachers, one in 1939 by the public and separate school male teachers, one in 1940 by the public and separate school female teachers - each to be replaced triennially.

## 1941 Report

The Minister's Report, as might be expected, dealt chiefly with the incidence of the war upon the schools and teaching staffs. In addition to the buildings of the Toronto Normal-Model School, the Ontario School for the Deaf at Belleville was placed at the disposal of the R.C.A.F. to provide initial training. With some difficulty other accommodation was found for the School for the Deaf but as this was inadequate for all except pupils under the age of 16, day classes were opened in a number of the larger centres. There was a decline in the attendance in both elementary and secondary schools, including night classes, owing to opportunities for the employment of senior boys and girls in occupations connected with the war effort, employment certificates being readily granted by Attendance Officers. A parallel decrease was evident in the attendance at teacher-training schools; as the Department would approve no substantial lowering of the standards for admission it was clear that higher salaries must be paid to attract and retain effective teachers. The Province was assisting towards this end by giving the largest grants in its history to the schools and so scaled as to give the greatest assistance to the neediest sections.

The movement towards larger school areas was continuing, there now being 130 township areas replacing 666 small sections; 78 schools with low attendance also were closed during the year.

The results of medical examinations for the armed forces suggested that advantage was not being taken of the powers enjoyed by local authorities in the matter of health inspection; authority therefore was now granted to county councils to engage public health nurses for work in the schools at county expense.

To enable senior pupils to work on the land or in essential industries the school year for secondary schools had been shortened and the system of "recommendation" extended. The schools were assisting most earnestly and effectively, too, in all patriotic efforts such as the sale of War Certificates and contributions to the Red Cross. By an agreement between the Federal and Provincial Governments the facilities of the Vocational Schools were being fully utilized, the Province assuming the cost of administration and 50% of the cost of special equipment, the Federal Government the other 50%, together with teachers' salaries and subsistence for trainees. By the end of June 1941 a total of 41,758 men and women had been trained in Canada - 25,616 in the vocational schools of the Province - as well as 6,450 out of 18,920 technicians for the armed forces. Highest praise was due to boards, advisory councils, shop directors and teachers.

1942 Legislation (6 Geo. VI)

There was very little legislation applicable to education during this session. Under the Statute Law Amendments (Ch. 34):

- (1) The Minister was authorized to require all teachers to submit periodically to medical examination.
- (2) High School Boards were authorized to provide and pay for dental and medical inspection of pupils but only if service had been established prior to December 31st, 1941.
- (3) The Treasury of Ontario was authorized to secure advances from a Bank to cover current claims upon the Teachers' Superannuation Fund, and to give security therefor.
- (4) No election of the Chancellor or of members of the Senate of the University of Toronto was to be held until September 1944, unless a Statute of the Senate so directed.

1942 Report

Dr. D. McArthur, Minister of Education, died July 20th, 1943 before signing the Report prepared under his direction.

The Report noted a decline in Normal School registration - a dangerous situation which could be remedied only by an increase in salaries, there being already a shortage of teachers in both elementary and secondary schools.

Ninety-three elementary (rural) schools were closed during the year, a total of 353, but there had been an increase in the number of township school areas.

Correspondence courses had been expanded to cover not only the elementary curriculum but most subjects of the first two years of secondary education, and included the supervised courses of the Canadial Legion in Introductory English, Social Studies and Elementary Arithmetic.

A decline was noted in attendance in both academic and vocational secondary schools, 20,000 of whose registered pupils had also been granted a shorter year in order to work on farms.

The increased interest in health education was unfortunately partially nullified by lack of trained personnel to carry out the work. Defence training had been made an integral part of the course in Health and Physical Education of all secondary schools, a summer course at Lake Couchiching preparing teachers for this work.



1943 Legislation (7 Geo. VI)

By the Statute Law Amendment Act (Ch. 28, sec. 41) the term of the Ottawa Public School Board was extended to December 31st, 1944.

The School Law Amendment Act (Ch. 26):

- (1) Permitted the council of a town, village or township, established as a high school district, to form by resolution a Board of Education to administer both public and high schools--the Board to consist of 7 elected members and 1 appointed by the separate school board.
- (2) Limited the liability of a county for educational costs and laid down a new basis for calculation of these.
- (3) Re-defined the powers of boards in regard to appointment and dismissal of teachers - subject to the terms of the Teachers' Board of Reference Act.
- (4) Extended the time limit for application for a Board of Reference to 20 days, required a board to give notice of dismissal in writing with a statement of the reason therefor, and empowered the Minister to order the renewal of a teacher's contract for one year or less, at his discretion.
- (5) Set \$800 as the minimum salary on which the township grant might be paid.
- (6) Required a board employing 5 or more teachers to appoint an attendance officer.
- (7) Required payment of salary to a teacher for days spent as a witness before a court in a case to which he was not a party.
- (8) Authorized the Minister to make regulations prescribing a standard obligatory form of contract between a teacher and a board.
- (9) Amended the Superannuation Act in regard to election to vacancies on the Commission, to the contributions of a teacher paid partly by a board and partly otherwise, to withdrawal from the profession, and to service with the armed forces.

### 1943 Report

The Minister's Report noted the closing of 65 small rural schools and assistance amounting to 50% of the cost granted to rural boards towards transportation of their pupils elsewhere, as well as of those attending secondary schools. Township school areas now numbered 187, replacing 1,009 former sections. Legislative grants showed a steady increase to a total of \$5,561,381 for elementary schools, \$1,000,663 for academic secondary schools and \$1,902,764 for vocational schools.

The special services had been continued and extended; these included correspondence courses for 2,371 pupils, auxiliary and opportunity classes for the handicapped, railway school cars for the north, travelling libraries visiting all continuation schools, visual education by means of slides and films, a travelling exhibit of historical source material from the Provincial Archives, and, in cooperation with the C.B.C., musical and other educational radio programmes for the schools.

The supply of teachers continued to be inadequate - with 4,000 more pupils the secondary schools were staffed by 99 fewer teachers. The shortening of the school year to enable secondary pupils to work on the farms or in food-processing industries placed an added strain upon both pupils and teachers.

1944 Legislation (8 Geo. VI)

The School Law Amendment Act (Ch. 56):

- (1) Allowed high school boards
  - (a) to include under "maintenance" the cost of medical and dental inspection and treatment,
  - (b) to employ an occupational adviser or share his services with another board.
- (2) Allowed any board to establish with the Treasurer of Ontario a fund towards future capital expenditures.
- (3) Required public school boards to provide accommodation for all children aged 5 years unless the Inspector recommended otherwise.
- (4) Established \$1000 as the minimum salary on which the township grant might be paid.
- (5) Required public library boards to submit to municipal councils their estimates, defined the items to be covered therein, and authorized an increase in assessment for library purposes.
- (6) Raised the Provincial contribution to the Superannuation Fund to equal that of the teachers ( $3\frac{1}{2}\%$ ) and authorized the transfer of credit in the Fund on behalf of a teacher moving to another Province.
- (7) Re-defined offences, penalties, and proof of non-attendance under the Adolescent Attendance Act.

An Act to provide for the Establishment of the Ontario Teachers' Federation ("The Teaching Profession Act") Ch. 64, established this organization as a body corporate. Its objects:

- (a) To promote and advance the cause of education.
- (b) To raise the status of the teaching profession.
- (c) To promote and advance the interests of teachers and to secure conditions for the best professional service.
- (d) To arouse public interest in education.
- (e) To cooperate with other teachers' organizations throughout the world.

All teachers were required to be members unless withdrawing at the time the Act came into force.

The Regulations Act (Ch. 52) required the central filing and publication of the Regulations issued by any Department of the Government; regulations to be invalid otherwise.

## 1944 Report

The elections of August, 1943, had returned the Ministry of the Hon. George A. Drew to power, Mr. Drew holding also the portfolio of Minister of Education. In February, 1944, the Minister called upon Dr. J. G. Althouse, Dean of the Ontario College of Education, to assume the post of Chief Director of Education. In fulfilment of pre-election promises the Government assumed the cost of 50% of all elementary and secondary education, grants ranging from 30% of the cost in wealthier centres to 90% in the poorest districts. The Minister reported that the problems of rural communities were receiving particular attention; township school areas were being encouraged; the transfer of pupils from 425 small schools to larger centres gave them the advantages of superior instruction, a wider choice in curriculum, and broader social contacts. Special grants were being offered to rural high schools to encourage them to introduce courses in practical agriculture, home economics and shop work, to provide hot lunches for the pupils, and to open the schools as community centres for the surrounding districts.

The Provincial scholarship scheme had been expanded and, augmented by the Dominion-Provincial Student-Aid scheme, had enabled more than 500 able but needy students to continue their studies in universities, normal schools or in Grade XIII of the secondary schools.

The Provincial Institute of Mining had been organized at Haileybury. The first centre for the rehabilitation and training of ex-service personnel had been established in cooperation with the Federal Government; this offered occupational training and tutorial help in preparing for entrance to University.

To improve the quality and training of teachers and to attract abler candidates to the profession a number of changes had been instituted:

- (1) The minimum salary on which township grants would be paid had been raised to \$1000.
- (2) The Teaching Profession Act, designed to give a sense of solidarity and dignity to members of the profession, placed upon them a higher degree of responsibility for professional conduct and the fulfilment of the ultimate aim of education - full and wholesome development of the individual.
- (3) The annual Provincial contribution to the Teachers' Superannuation Fund had been raised from  $2\frac{1}{2}\%$  to  $3\frac{1}{2}\%$ , thus liquidating the accrued liability.
- (4) Special summer courses were being given in the teacher-training schools in an effort to relieve the shortage in qualified teachers.
- (5) It was planned to re-open in 1945 the Ontario Training College for Technical Teachers, closed on account of the war, and a number of summer schools for special certificates.

Six counties had adopted the county plan for medical and dental aid and three others were prepared to do so.

A Director of Guidance had been appointed to work in cooperation with the Ontario College of Education; the High Schools Act now permitted boards to employ a guidance officer.



1944

A number of steps had been taken towards a revision of the school courses:-

- (1) Religious education introduced into the public school course and a teacher's manual prepared.
- (2) A Provincial Director of Physical and Health Education appointed to supervise a revised and extended course.
- (3) Cadet Training introduced as an essential part of the high school programme and a Director of Cadet Training appointed to integrate this work with that of Physical and Health education.
- (4) History courses revised with special emphasis on the development of British and Canadian democratic institutions.
- (5) A Provincial Supervisor of Art appointed with a view particularly to developing indigenous arts and crafts.

A Committee on Planning, Construction, and Equipment of Schools was considering the question of greater efficiency combined with maximum economy. A Royal Commission on Education with Mr. Justice Hope as Chairman had been appointed to study every phase of education in the Province and had already received briefs from a wide variety of sources. It was expected that its recommendations would form the basis for wide revision of many parts of the system.

1945 Legislation (9 Geo. VI)

A Private Act (Ch. 32) altered the mode of election and the terms of office of the Trustees for the Ottawa Separate Schools.

The School Law Amendment Act (2nd session) (Ch.8):

- (1) Altered certain provisions re the cost of county pupils attending continuation, high and vocational schools.
- (2) Altered certain provisions re township grants to continuation schools and abolished county grants to public and separate schools.
- (3) Raised to \$1200 the minimum salary in rural schools on which the township grant might be paid.
- (4) Provided that legislative grants should be paid to the board where a school or grade was closed by order of the Minister.
- (5) Gave the Minister power to issue further regulations in regard to school courses, text-books and attendance.
- (6) Substituted the term "Ninth and Tenth Grades" for the former "Fifth Classes."
- (7) Gave the Minister power to issue Regulations governing a programme of adult education, including physical fitness and recreation, and to support this by legislative grants.

The Superannuation Act was amended in certain significant details:

- (a) Teachers' contribution raised to 4% of salary.
- (b) Minimum salary on which contributions calculated raised to \$800.
- (c) Maximum allowance raised to \$1500 per annum.
- (d) Retiring age 65 for men, 62 for women; on retirement after 40 years service full pension without regard to age; after 30 years service - the actuarial equivalent of full pension, having regard to the current age.
- (e) Provision for choice of assignment of one-half annuity to any surviving dependent.
- (f) Authorization of issue of Regulations granting credit for service in another Province.

The University of Toronto School of Nursing Act (Ch. 12) authorized an annual grant for the maintenance of this branch - \$10,000 in each of the first 5 years and \$20,000 in each of the succeeding 10 years.

## 1945 Report

In his Report the Minister called attention to the new and generous scale of legislative grants, the total amounting to \$25,752,256.00 as compared with \$7,979,716.00 in 1944. Grants to rural schools ranged from 50 per cent to 90 per cent, to urban centres from 30 to 60 per cent.

Almost 40 per cent of rural school sections were now included in township school areas, and a similar movement toward larger high school districts had begun in the counties of Essex and Kent. Such changes resulted in more adequate financial support, a diversified programme suited to local needs, and a closer approximation to equality of opportunity.

The Committee on Planning, Construction and Equipment had presented an interim Report and a demonstration building was being planned, but the current scarcity of supplies was a handicap to rapid progress.

The Minister touched on progress in education for citizenship through the new courses in religious education, Canadian and British institutions, cadet training, the physical and health programme, and the study of occupations as a compulsory subject in Grade IX.

Both education and recreation for the adult population were being encouraged by the Department through the Ontario Adult Education Board and the Physical Fitness Branch under which the establishment of community centres was making rapid progress.

Ten training centres for ex-service personnel were operating in the Province in co-operation with the Federal Government, and the Universities were being taxed to the limits of their capacity.

The Minister forecast the expansion of Provincial Technical and Polytechnic Institutes to provide specialized training just below the professional standard gained in the Universities. Major changes in educational policy and organization, however, must await the final recommendations of the Royal Commission.

1946 Legislation (10 Geo. VI)

Amendments to the High Schools Act and the Vocational Education Act (Ch. 37):

- (1) Repealed the provision allowing boards to build up a surplus with the Provincial Treasurer towards future capital expenditure.
- (2) Empowered county councils:
  - (a) to unite all or part of a municipality requesting to join a high school district;
  - (b) to add or subtract parts of adjoining counties, with the approval of existing high school boards.

An amendment to the Public Schools Act (Ch. 82) empowered township councils to add to a township school area, sections or union sections in a contiguous township, village or town with the consent of their respective councils, and laid down the procedure in regard to financial adjustments and the election of trustees.

The Public Libraries Act was amended (Ch. 80) to authorize municipal councils, on requisition of the library board, to issue debentures up to one-half the public library rate claimable in the same year in order to finance expansion. It also gave the Minister power to make special grants to any individual board.

The Teachers' and Inspectors' Superannuation Act was repealed and a new Act (Ch. 96) placed the maximum annual allowance at \$1500 and the rate of contribution at 4%, to be matched by the Province.

An amendment to the Boards of Education Act (Ch. 6, 2nd session) dealt with the methods for dissolution of municipal boards and the subsequent establishment of high school and public school boards for an enlarged district, and for the adjustment of finances.

The Teachers' Board of Reference Act (Ch. 9, 2nd session) amended the former Act in certain respects and, in particular, that sessions of the Board be held in camera.



1946 Report

The Minister called attention to the continued liberal scale of legislative grants, regretting, however, that the general increase of municipal expenditures prevented ratepayers from experiencing full benefit from the change. He urged progress in the transition from the primitive system of over-numerous local educational authorities. Currently about one-half of the original number of school sections had been organized into large units with marked improvement in school work; in secondary education 31 enlarged high school districts had been organized during the year, with augmented assessment, increased enrolment, and broader programmes. Despite scarcity of materials and rising costs 36 new and modern schools had been opened during the year. The total school enrolment was 707,724, an increase of 20,000 over the preceding year. There was still a shortage of qualified teachers nor did the attendance at the training schools augur well for the future in this regard.

Plans were afoot for the expansion of Provincial Institutes for higher technical training through an Institute of Textiles at Hamilton and one at Fort William and Port Arthur to train for the mining and lumbering industries.

The system of grants to public libraries had been revised to promote increased municipal support and the employment of trained and certificated librarians.

The Ontario Training College for Technical Teachers, reopened in 1945, was incorporated with the Ontario College of Education, Toronto, in 1946.

1947 Legislation (11 Geo. VI)

The University of Toronto Act (Ch. 112) was a comprehensive Statute embodying a revision of the administration of the Provincial University including the Federated Universities and Federated and Affiliated Colleges.

The Vocational Education Act Amendment (Ch. 113) revised the conditions of admission of county pupils, of pupils from auxiliary classes to special industrial classes, and laid down the basis for cost of their maintenance.

The Auxiliary Classes Act (Ch. 6) empowered public, separate or high school boards or boards of education in municipalities of over 50,000 to establish **oral day** classes for deaf children.

The Royal Ontario Museum Act of 1947 (Ch. 96) modified the composition of the Museum Board, adding one member appointed by the Principal of Queen's University and one by the President of Western University and transferred all property held by the Royal Ontario Museum to the Board of Governors of the University of Toronto.

The Department of Education Act was amended (Ch. 29) to empower the Minister to make Regulations in regard to:

- (a) the granting of employment certificates and home permits to pupils of school age,
- (b) a programme of adult education including physical fitness, travelling libraries, historical, literary and scientific institutions, and the conditions of its support from legislative grants.

It also authorized Regulations governing the establishment and maintenance of public schools on Crown lands held in the right of either Canada or Ontario, the attendance of pupils resident thereon, and assistance in the cost of their education and transportation. Similar provision might also be made for assistance to those in territorial districts. In the matter of health, Regulations were authorized requiring teachers to submit to periodical medical examination.

The Continuation Schools Act was amended (Ch. 17) in regard to the composition and powers of the school board and to the maintenance of the school where a township school area had been established.

An Amendment to the Public Libraries Act (Ch. 86) provided for Library boards for township school areas and also for "Library Cooperatives" i.e. cooperative associations of all public libraries within a county or territorial district.

1947 Report

The Report of the Minister for the year 1947 briefly recorded progress in regard to each of the problems stressed during the years immediately preceeding. More than \$19,000,000.00 in Legislative grants were devoted to elementary schools, \$7,000,000.00 to academic secondary schools and \$3,000,000.00 to vocational schools - a total of approximately \$30,000,000.00

The movement towards larger administrative units in both elementary and secondary education was continuing, greatly assisted by increased facilities for transportation.

In spite of rising costs of construction 78 new elementary school buildings and 52 additions had been completed; these were of modern design and incorporated many of the features recommended by the Committee on Planning. With a continued shortage of teachers and an increasing school enrolment - 16,000 during the year - such efforts towards greater efficiency were more than ever necessary. The three Provincial Technical Institutes, also, were operating to their full capacity and with most gratifying results both to their students and to the industries with which they were in close cooperation.

1948 Legislation (12 Geo. VI)

An Amendment to the Boards of Education Act (Ch. 8) provided for Municipal Boards of Education in towns, villages, townships or districts comprising one or more municipalities either in the counties or in unorganized territory.

The Department of Education Act (Ch. 22) was amended to permit expansion of facilities in adult education, physical education, athletics and camping programmes, and the various School Laws to authorize boards to purchase buses for pupil transportation.

An Amendment to the Teachers' and Inspectors' Superannuation Act (Ch. 90) further defined teachers who were to be considered as "employed" within the meaning of the Act.

The University Lands Act was amended (Ch. 87, sec. 13) to extend the powers of the Board of Governors to expropriate certain lands required for expansion.

An Amendment to the Vocational Education Act (Ch. 96) authorized the expansion of the Provincial system of Technical and Polytechnic Institutes.

The Teaching Profession Act (Ch. 91) defined the composition of the Board of Governors and of the Executive, and method of filling vacancies.



1948 Report

The new Minister, the Hon. Dana Porter, reported continued progress in each of the movements which recent experience had proved so essential to the efficiency of the system. Legislative grants totalled approximately \$35,000,000.00, some two-thirds of this being allotted to elementary schools. School population continued to increase, particularly in suburban areas, calling for the construction of new and larger schools.

School sections and authorities had been established in a number of Army and Air Force stations, in other Federal projects, and in sanatoria; in such localities no local tax could be imposed; under recent amendments to the Public Schools Act, therefore, the boards were appointed by the Minister and the Department bore one-half of the operating costs. At the end of 1948, there were 499 township areas operating schools formerly administered by 3,244 boards of trustees. Approximately 75 per cent of southern Ontario was now organized into nearly ninety enlarged high school districts.

The supply of teachers continued to cause concern; in spite of increased salaries the thriving condition of industry rendered the profession less and less attractive.

The Department had taken over much of the equipment and staff of the former Federal training centre for the rehabilitation of ex-service personnel. This had now been re-opened as the Ryerson Institute of Technology, on the site of the original Toronto Normal School, and offered advanced training in a wide variety of trades. This raised the number of such Provincial Institutes to four; that at Port Arthur was also experimenting in offering some Junior College courses towards a degree in Arts.

1949 Legislation (13 Geo. VI)

The Boards of Education Act was amended (Ch. 8) in regard to the organization of Municipal Boards in one municipality or in a union of municipalities.

The College of Art Amendment Act (Ch. 12) introduced some changes in the composition of the Council and the term of office of its members.

The Continuation Schools Act (Ch. 16) and the High Schools Act (Ch. 38) were amended as to the management of the schools and the liability of the boards where resident pupils attend a school outside the district in order to follow a course of study not provided in their own school, and also in regard to teachers' contracts.

The Public Libraries Act was amended (Ch. 82) to extend library service and to authorize municipalities to levy a special rate to be designated "Public Library Rate."

The Teachers' Board of Reference Act was amended:

- (a) Where the Board recommended renewal of contract, such renewal not to be subject to the former time-limit of one year.
- (b) Where the Board recommended discontinuance of contract, the date of such discontinuance to be subject to revision by the Minister.

The earlier "Teachers' and Inspectors' Superannuation Act" was repealed and a new Act passed (Ch. 102) intituled: "The Teachers' Superannuation Act", all Provincial Inspectors now being covered by the Public Service Pension plan. The terms of the Act removed the Fund from its actuarial basis since the Province undertook to make up the deficiency incurred in any one year. Teachers' contributions were raised to 6%, the minimum to be based on a salary of \$1000, the annual contribution of the Treasurer of Ontario to be two-thirds of the total. The maximum allowance was set at \$3000 and the minimum at \$600 per annum. Upon the death of a contributor, whether a man or a married woman, one-half of the allowance to which he was entitled was to be continued, with adjustments based upon relative ages, to dependents - to a widow during her widowhood, to children until the age of 18 years, to a totally dependent husband for life. Allowances were based upon age and years of contribution, and calculated upon average salary for the preceding 15 years. Provision was made also for allowances on retirement through physical or mental disability, and for adjustments on re-employment.\* The Period of credit required for "B" pensions was reduced to 25 years, under certain conditions.

\* Although this legislation climaxed a long struggle by male teachers and was supported by the Ontario Teachers' Federation as a whole, it was strongly opposed by certain groups of women who feared that their increased contributions were to be devoted to the families of the men. A report by independent actuaries, however, showed that such loss was negligible and hardly balanced the former loss to the fund through (a) women retiring at an earlier age (b) a larger percentage of women retiring on disability allowances. The situation was changed, too, by the number of married women returning to teaching to support themselves and children orphaned through the war.

## 1949 Report

The Report of the Minister for the year 1949 traced the progress in public education in the Province as recorded in over one hundred annual Reports. The first thirty of these were presented by the Chief Superintendent, Dr. Egerton Ryerson, and since 1876 by successive Ministers. Early progress was marked by efforts towards standardization, leading from almost complete local autonomy to central control of curricula, text books and academic standards attested by Departmental examinations and certificates. Since the turn of the century, however, the central authority had gradually returned to the schools and to the local boards more and more of their former autonomy - and this in spite of its assumption of greater and greater financial responsibility - while safeguarding the standards by retaining control over the training and certification of teachers and by its system of inspection. In 1949 the High School Entrance examination was finally discontinued leaving only one examination under Departmental control, that for graduation from Upper (secondary) School. Suggestions - not orders - were being offered for greater flexibility and adaption of curricula to local needs as well as for smoother transition from grade to grade throughout the combined elementary-secondary system; particular attention was being given to providing a well-rounded basic education to the large number of pupils who would cease formal education on reaching the upper age limit for compulsory schooling.

The Report covered, in considerable detail, progress in the latest educational undertaking - Community Programmes, a Branch of the system primarily concerned with adult education. This provides, on request, consultant services in such matters as organization of municipal recreational facilities whether athletic or cultural, and maintains a field staff operating in six different areas of the Province. One valuable contribution is the assistance given to local service organizations towards the assimilation of foreign language and ethnic groups through instruction in the English language and in Canadian customs and citizenship.

The Report is marked by a departure from the traditional arrangement, tables and summaries in illustration of the work of the various Branches being transferred to Part 11 and grouped with Statistics; the result is a volume both informative to the experts and readable and interesting to the public. For example the growth in larger administrative units is graphically shown by a map of the Province with the areas concerned marked in colour.

1950 Report (14 Geo. VI)

Amendments to the Auxiliary Classes Act (Ch. 6):

- (1) Permitted high school boards to provide special classes for pupils incapable of profiting from regular high or vocational school courses.
- (2) Extended to all boards permission to establish oral day classes for the deaf.

The Continuation Schools Act (Ch. 10) was amended in regard to:

- (1) Composition and mode of election of a board where the section was not absorbed into a township school area.
- (2) Cost of maintenance in various cases, and assessment where a high school district overlaps.

The High Schools Act was amended (Ch. 23) in a number of particulars:

- (1) Re items under "maintenance," including transportation.
- (2) Re determination or alteration of the size of a high school district.
- (3) Re discontinuance by a county council of a high school district where no school has existed for two years and its inclusion in another unless the board has arranged with a neighbouring city or town for the admission of its pupils.
- (4) Re powers of a board to close to non-residents, after two years notice, a school previously declared "open."
- (5) Re method and extent of financing by issue of debentures.
- (6) Re rights of attendance of county pupils and those in territorial districts.
- (7) Re powers of admission and promotion of pupils.

The Public Schools Act (Ch. 65) was amended in regard to additions to township school areas, election of trustees and their terms of office, adjustment of claims among sections, and the validity of by-laws.

The School Law Amendments (Ch. 73) dealt with the presentation of the Report of the Minister and the incidence of levies for the cost of vocational schools.

Amendments to all the School Acts (Separate Schools Ch. 75):

- (1) Extended the powers of boards to insure against accidents to employees and other contingencies, and to provide pensions or retiring allowances to non-teaching staff.
- (2) Presented a clarification of a confused problem i.e. the eligibility or otherwise of teachers and inspectors to serve as school trustees or trustees to be employed as teachers or inspectors.



1950 (Legis.)

The Teachers' Superannuation Act was amended (Ch. 84) in regard to:

- (1) Eligibility.
- \*(2) Credit for periods of less than 30 years, and how computed.
- \*(3) Allowances for dependents on death of a male teacher or for children of deceased females.
- \*(4) Refunds to the estate where no allowance paid upon death.

The Teaching Profession Act (Ch. 85) was amended to define terms of admission, duties and responsibilities of "associate" and "voluntary" members.

A private Act (Ch. 110) concerned the composition and election of the Ottawa Separate School Board.

\* Confirming Act of 1949.

## 1950 Report

Through a number of striking comparisons between the situation today and that when Ryerson was working out his system of public education the foreward to the Minister's Report for 1950 focussed attention upon 100 years advance. In the main the founder of the system had anticipated, with remarkable prescience, the needs of the Province and the direction of its development. The fusing of 3,469 school sections into 536 township school areas, the organization of practically the whole province into high school districts, the training and certification of all teachers by Provincial authorities, efforts towards equality of opportunity through ever-increasing Legislative grants, and even the period of compulsory education--all were the natural outcome of policies initiated 100 years ago. On the other hand the Department had modified the rigid uniformity in curriculum and grading which, under the chaotic conditions of 1850, appeared the only means of assuring even approximately uniform standard. Such controls having served their purpose, the Department had now returned to local authorities much of their former autonomy in matters of text-books, curriculum and grading. The result, it was felt, would be to stimulate a healthy local pride in achievement and the exploration of new avenues towards progress.

In the elementary field the Report noted that the movement towards larger administrative units and growth in transportation facilities continued. School population was expected to increase for at least ten years but, in spite of scarcity and increased cost of materials, new construction was keeping pace except in a number of suburban areas where growth of population was phenomenal. The supply of fully qualified teachers was still inadequate but no longer increasingly so. Correspondence courses had been extended to include grades XI and XII, special subjects for pupils attending schools where these were not offered, and courses for adults; further, courses in certain trade subjects were being prepared and library facilities expanded. Health service, most of it administered under the Ontario Department of Health, continued to advance through cooperation between the two Departments assisted by the efforts of the Inspectors. To enable the latter to carry out their everincreasing administrative duties their number had been increased and assistants provided.

In the secondary field the impetus towards larger units, improved transportation, increased enrolment and new construction continued unabated, although in vocational schools the increase was more marked in the evening classes. Problems arising from the new organization of Intermediate and Senior Division, grades VII to X and XI to XIII respectively, and from authorization of a wide eager cooperation among elementary and secondary school staffs, consultative committees, and inspectors. Summer "workshops" to assist in this work had been operated in various centres and a number of schools selected to experiment during the year with certain of the resultant plans. For the time being the inspectors would devote the greater part of their time to consulting with staffs and committees on this new phase of education rather than to routine class-room visits.

The discontinuance of Departmental certificates of middle school standing, announced in September 1950, would place a greater responsibility upon Principals for determining the recording the progress of pupils towards the Secondary School Graduation Diploma; standing would no longer be reported to the Department.

Legislative grants to Vocational Schools totalled \$4,500,169.00 and net Municipal expenditure over \$6,000,000.00. To these costs the Government of Canada contributed somewhat under \$1,000,000.00. The scarcity of trained teachers for these schools was critical, in spite of summer and Saturday courses. At their Easter Convention the teachers of Industrial Arts celebrated 50 years of progress in their special field; the first Inspector of Manual Training classes, Mr. A. H. Leake, addressed them. Mr. Leake, brought over from Great Britain in 1901 through the generosity of Sir William Macdonald, was the pioneer in this field. The four Provincial Technical Institutes reported enthusiasm in industry for their graduates. The Lakehead Institute had reached the limit of its student capacity and the Ryerson Institute was severely taxed, especially with the transfer thither of certain courses at the request of the University of Toronto.

Increased enrolment at all the teacher-training schools had resulted from publicity given to the training and prospects of teachers both through advertisements and through the guidance programmes in the secondary schools. Some schools had adopted a "teaching try-out" experiment under which selected students taught, under direction, in elementary grades. Selection Committees interviewed prospective candidates with a view to advising them as to their suitability. Academic standards were being maintained but emergency summer schools were necessary to meet the continued shortage in the elementary schools.

Enrolment of French-speaking pupils in both elementary and secondary schools continued to increase. Correspondence courses in this language had been initiated eight years ago and had been complete in all subjects of Grades I to VIII since 1946.

Interest in Agriculture was being maintained in both elementary and secondary schools although many schools were not eligible for grants owing to shortage of teachers holding the necessary certificates. Attendance at the summer course in Arts and Crafts and had again to be limited to 500, the spread of Community Programmes providing an added stimulus. Progress was reported in Auxiliary Education, a number of urban boards having organized classes in either elementary or secondary schools or in both. Classes in the latter included remedial reading service and individual instruction for retarded pupils. Some counties were considering ways in which such services might be extended to rural schools, and several centres were providing special services for crippled children and even habilitation units for adults.

Community programmes in recreation and adult education and showed remarkable advance, 138 municipalities receiving grants totalling \$195,351.06 as compared with 18 receiving \$10,213.90 five years previously. Other associations for public service received assistance also, and in addition the Department provided training in leadership, both for recreation programmes and for citizenship.

Guidance was being extended and adjusted to the new Intermediate-Senior organization and "Ontario School Record" forms distributed to provide a permanent record of the school history of each pupil.

The Minister was also able to announce that the scholarships and bursaries inaugurated in 1943 under the Dominion-Provincial Student Aid plan were now being fully utilized.

Legislation 1951.

Chapter 6. The Boards of Education Act was amended:

1. to add to the elected members one or more to be appointed by a county council or county councils, and one member by a separate school board;
2. to provide for the automatic dissolution of union boards where the boundaries of a high school district and a public school section no longer coincide;
3. to authorize boards to appoint a psychiatrist or psychologist and to fix his remuneration.

Chapter 12. The Community Centres Act added swimming pools to the list of facilities for which grants would be paid to municipalities and school boards.

Chapter 14. The Continuation Schools Act was amended:

1. to provide for arbitration in regard to the assets and liabilities of a continuation school board where the district is absorbed into a high school district;
2. to further define the "course of study" for which a pupil may attend, without payment of fees, a continuation school outside his own district.

Chapter 18. The Department of Education Act was amended to empower and enjoin the Minister to require all employees of boards to submit to periodic medical examination.

Chapter 32. The High Schools Act was amended:

1. to further define "equalized assessment" and "permanent improvements," the latter to include initial payments on pensions;
2. to empower county councils to decrease the area of high school districts and establish new ones;
3. to empower a board of education or the high school board of a high school district in a county, whether consisting of or including a city or separated town or not, to declare its high school, collegiate institute, or vocational school "open" to pupils from the county or adjoining counties, and to authorize the county council to appoint an additional trustee thereto.

Chapter 73. The Public Schools Act:

1. extended the borrowing powers of boards in urban municipalities to cover initial payments on pensions;



2. extended powers and duties of urban boards re payment of salaries to officers and employees and of miscellaneous expenses including travel by officers and trustees;
3. allowed boards in a township, when the number of teachers exceeds 100, to appoint an additional inspector and to form a new inspectorate, as in a city;
4. provided for transfer of credit in a pension fund where an employee leaves the board for any provincial, municipal, or other public service.

Chapter 82. School Sites Act:

Section 4, restricting selection of sites in townships, repealed.  
Section 5 (1) Board may purchase or expropriate.

Chapter 86. The Teachers' Superannuation Act extended the Regulations and the application of the Act to include teachers in the Ontario College of Art, in any schools maintained by the Government of Canada for children of the armed forces, for Indians, or for inmates of penal institutions.

Chapter 87. Training Schools Act: cost per pupil to municipalities raised to 90 cents per day, and to Provincial Treasury to \$1.80 per pupil from provisional judicial districts; to be paid to the Society maintaining the school.

Report of the Minister, 1951.

On October 1st, 1951, the Hon. Dr. W.J. Dunlop succeeded the Hon. Dana Porter as Minister of Education, the latter having combined these duties with those of Attorney-General.

The chief event of the year was the presentation to the Legislature of the Report of the Royal Commission on Education appointed in 1945. The labours of the members had already produced far-reaching effects and their Report would continue to be a source both of information and of inspiration. Some of the issues raised were marked by sharp differences of opinion and it was unlikely that these would readily be resolved in the near future. Of recommendations in which there was unanimity, however, many had already been carried out, or at least initiated since the inception of the discussions.

Legislation 1952.

Chapter 4. Auxiliary Classes Act:

- Defined (1) Personnel of the Board of Recommendation for admission,  
(2) powers of school board to compel attendance of "resident" pupils,  
(3) terms upon which non-residents may be admitted.

Chapter 6. Boards of Education Act: in Section 3 (3) "school section" to include city or separated town.

Chapter 18. Department of Education Act:

1. Further defined "occasional," "permanent," and "probationary" teachers.
2. Authorized Regulations prescribing the form, terms, and conditions of contracts between boards and teachers.
3. Authorized boards to purchase milk for free distribution, with terms and conditions.

Chapter 18. High Schools Act:

1. "Maintenance" to exclude fees payable for resident pupil in attendance outside district.
2. Defined "teachers" and "adjoining."
3. Extended powers of the Minister re establishment and discontinuance of high school districts in organized or unorganized territories, or on Crown Lands of Canada or of Ontario, and appointment of board members.
4. Gave further latitude re schools which a resident pupil may attend when course desired not available locally.
5. Required board memorandum of contracts with teachers in form prescribed by Regulations before duties commence, and payment of salary in ten monthly instalments.
6. Extended 20 days sick leave pay to include dental surgery.

Chapter 88. Public Service Act: prescribed conditions under which contributors to Teachers' and Inspectors' Superannuation Fund prior to May 24th, 1937, may receive full credit in Public Service Superannuation Fund.

Chapter 111. Vocational Education Act empowered boards, with the approval of the Minister, to admit pupils 13 years of age from auxiliary classes to special industrial schools and to compel their attendance during compulsory school age, without the payment of fees.

Report of the Minister, 1952.

The Department called attention to the increase in the number of bursaries awarded to young people for the last year in high school, normal school, or first year university, and for later years in the latter, and of scholarships for post-graduate study abroad. Funds were provided by the Province and by the Federal Government. Noteworthy also was growth in the facilities of the Archives and of the Public Library branches, of grants to summer camps for boys, girls, and the training of counsellors, and the initiation of evening classes in Basic English and Citizenship for New Canadians.

The greatest problem of the Department was the shortage of teachers, caused largely by the phenomenal increase in the school population, and bidding fair to continue. This problem was met by emergency measures such as the closing of small schools and transportation of pupils elsewhere, pre-normal school summer courses, Letters of Standing to prospective normal school students, and Letters of Permission to boards to engage untrained teachers, those whose certificates had lapsed, or those with training elsewhere than in Ontario. Shortage was most acute in elementary schools and in girls' Physical Education and Household Science, and in commercial and vocational studies in secondary schools. Registration at the Normal Schools and the Ontario College of Education had declined also.



Legislation 1953.

Chapter 27. Department of Education Act:

1. Changed the title "Normal Schools" to "Teachers' Colleges."
2. Authorized grants to classes conducted by Parents' Groups affiliated with the Ontario Association for Retarded Children.
3. Empowered the Minister to make Regulations governing the granting of municipal Recreation Directors' interim and permanent certificates or their cancellation, and providing for the renewal of the former for a period of not more than 2 years.
4. Clarified conditions under which a teacher's contract may be terminated: at the teacher's request, 30 days' notice required; that of the board, 30 days notice or, if immediate, on payment of salary for 1/10 of a year.

Chapter 44. High Schools Act:

1. Laid down conditions for agreement by a municipality with a board to provide instruction, with the fees payable.
2. Gave the official name "Victoria Day" to the former 24th of May Holiday.

Chapter 77. Ontario School Trustees' Council Act.

Authorized incorporation of this organization of 2 representatives appointed by each of the following associations: (a) The Association of High School Boards, (b) L'Association des Commissaires des Ecoles Bilingues d'Ontario, (c) Ontario School Trustees' and Ratepayers' Association, (d) Ontario Separate School Trustees' Association, (e) Public School Trustees' Association of Ontario, (f) Ontario Urban and Rural School Trustees' Association, (g) Northern Ontario Public and Secondary School Trustees' Association.

Members to be appointed each year; Executive (subject to approval of Minister) to hold property, to invest funds, to make grants to similar organizations, to make by-laws governing their own conduct of affairs.

Chapter 90. Public Schools Act further defined:

1. "Teachers."
2. "Victoria Day."
3. Powers of township councils re inclusion of union school sections in a township area, or its dissolution, enlarging or decreasing such area, and of issuing debentures on application of an Area Board.
4. In unorganized townships: (a) rates where consolidated school section includes 2 or more municipalities, (b) powers of the Inspector to alter boundaries of school sections, (c) powers and obligations of trustees in such sections.

5. Powers of both urban and rural municipalities re issue of debentures, raising of money by taxation, submission of by-laws to electorate, and the filling of vacancies on boards.
6. Extended teachers' 20 days sick leave with pay to include dental treatment.
7. Required formation of a new municipal inspectorate when number of teachers in area exceeds 100.

Chapter 96. Teachers' Board of Reference Act repealed and replaced by School Trustees' and Teachers' Board of Reference Act.

Terms of contract between Board and Teachers; application for a Board of Reference; composition of Board; duties and powers of the judge; report to the Minister; directions of the Board binding on both parties; penalties and costs.

Chapter 98. Separate Schools Act. 24th of May holiday to be known as "Victoria Day."

Chapter 103. Teachers' Superannuation Act amended as to:

1. definition of "teacher" to whom applicable;
2. date of triennial valuation and investment of surplus funds in Government debentures or stock;
3. computation of allowance;
4. reinstatement upon re-employment after withdrawal;
5. refunds upon withdrawal or death;
6. payment of contributions during absence for certain specified reason; including second year at normal school;
7. credit for services in Ontario, elsewhere in Canada or the British Commonwealth;
8. removal of maximum amount of allowance under the Act.

Chapter 107. University of Toronto Act amended re composition of Board, annual financial report, and voting papers to graduates.

Report of the Minister, 1953.

Presented a summary of those "phases of the service rendered by the Department, which seem to merit special consideration," always stressing the fundamentals which enable a citizen both to earn a good living and to live a good life. These include hard work to prepare for later difficult tasks, duty to country, regard for the rights of others, strength, health, loyalty and religion.

In addition the services of the Department were noteworthy for their diversity. Children in Northern Ontario, remote from schools, were cared for through six Railway cars; correspondence courses had been extended to cover both elementary and secondary school courses with no limits as to age or occupation; among those served were members of the armed forces, patients in sanatoria, and inmates of reform institutions. Auxiliary class services were extended (by means of grants to Parents' Councils) to retarded children unable to attend such classes. The Ontario School for the Deaf showed an attendance of 400, that for the Blind some 200. In fact no child was overlooked. The regular elementary and secondary schools showed an increased attendance of over 64,000 pupils to a total of 878,203 yet no classroom had as yet been closed through lack of teacher or accommodation.

Interest of adults in further education was attested by the attendance of 67,000 in evening classes in vocational schools and of 200,000 New Canadians at 843 evening classes in Basic English and Citizenship. Over 200 communities were now supplying recreational and cultural services to which the Department contributed through grants, advisory services, and the training of directors and instructors. There were also special services for the aged. Travelling libraries continued to serve rural areas and the Provincial Archives to circulate to the secondary schools exhibitions of original documents, proclamations, and maps of historical interest.

Beginning with the September term the designation "Teachers' College" replaced that of "Normal School" in each of these eight Provincial institutions. The former name, chosen by Ryerson to suggest the rigid uniformity in content and method which appeared necessary to bring order out of the chaotic scholastic conditions of his day, was no longer considered applicable. The staff of each such college would, in future, conduct its own examinations according to its own standards.

Legislation 1954.

Chapter 20. Department of Education Act.

1. Definitions: the term "high school" to include collegiate institute, "elementary school" to include public and separate schools, "secondary school" to include continuation schools, high schools, and vocational schools.
2. Department of Education Act and amendments of 1951, 1952, and 1953 repealed, as also the "Schools for the Deaf and Blind Act."
3. All Regulations made under the Adolescent Attendance Act, the Department of Education Act, the High Schools Act, the School Attendance Act, the Vocational Schools Act to continue in force.
4. The Minister empowered to make Regulations under the Public and Separate Schools Acts, the Secondary Schools and Board of Education Acts 1954 or this Act, in regard to all schools supported in whole or in part by public money. (The Ontario Schools for the Deaf and the Blind were therefore continued under the administration of the Minister by Section 15 of this Act.)
5. (1) The Minister required to define courses in prescribed subjects of Grade 13.  
(2) The Minister empowered:
  - (a) to recommend program for kindergartens;
  - (b) to define, recommend, or permit courses for grades 1 to 12;
  - (c) to define courses in Teachers' Colleges, Provincial Technical Schools and Polytechnical Institutes;
  - (d) to recommend reference and library books;
  - (e) to approve books for grade 13, teachers' colleges, and technical institutes;
  - (f) to determine the terms and dates applicable to schools in (e) as well as those for the deaf and the blind;
  - (g) to make Regulations governing adult education, recreation, camping and physical education, and the apportionment of money voted for their support as well as for that of historical, literary, and scientific institutions.

Chapter 66. The Ontario School Trustees' Council Act amended to allow appointment of alternate representatives.

Chapter 79. The Public Schools Amendment Act repealed a number of sections of the Public Schools Act.

Chapter 86. The Schools Administration Act.

Part I. School terms and attendance.

Part II. Teachers: contracts, salaries, absence, appeals, qualifications, use of textbooks and of school property.



Part III. School Trustees' and Teachers' Boards of Reference.

Part IV. School Boards and Trustees: qualifications, duties, powers, meetings.

Part V. Auxiliary Classes - powers and duties of boards re sites, admission, attendance, transportation.

Part VI. School sites - powers of boards as to acquisition.

Part VII. Offences and Penalties.

Chapter 87. The Secondary Schools and Boards of Education Act.

Part I. Continuation Schools.

Part II. High Schools.

Part III. Vocational Schools.

Part IV. Boards of Education.

Part V. Secondary Schools in general.

Chapter 89. The Separate Schools Amendment Act repealed a number of sections.

The Public Schools and Separate Schools Acts were retained, therefore, to cover those provisions in which their administration differed, all those which applied equally to both being included in the Schools Administration Act.

Chapter 93. The Teachers' Superannuation Act was amended:

- (1) to include, at their own option, teachers in schools or classes maintained by Canada or by Ontario for instruction of members or former members of the armed forces;
- (2) to compute the allowance at 35/50ths of the average salary for the previous 10 instead of 15 years;
- (3) to allow admission to Training Colleges of those candidates with mental or physical impairment which might make them subsequently unemployable, but only under certain conditions;
- (4) to provide for re-examination of such candidates after 14 years or more of teaching;
- (5) to authorize refund of contributions on subsequent employment after withdrawal;
- (6) to empower the Lieutenant Governor to make Regulations re credit for teaching abroad and prescribe amounts of refunds and condition under which these may be made.

The Teaching Profession Act and the Trade Schools Regulations Act remained as in R.S.O. 1950.

Report of the Minister, 1954

The main achievement during the year was the consolidation of the School Acts. By 1954 there were 12 such Acts for the administration of which responsibility was shared by the Province and the local Boards. These were: The Adolescent School Attendance Act; The Auxiliary Classes Act; The Boards of Education Act; The Continuation Schools Act; The Department of Education Act; The High Schools Act; the Public Schools Act; The School Attendance Act; The School Sites Act; The Separate Schools Act; The Teachers' Board of Reference Act; The Vocational Schools Act.

The Department also administered:- The Public Libraries Act; The Teachers' Superannuation Act; The Teaching Profession Act; The Trade Schools Regulation Act; The Ontario Trustees' Council Act.

Consolidation reduced the 12 Acts in the first group to 5: The Department of Education Acts defined the powers and duties of the Minister. The Schools Administration Act comprised those provisions which apply generally to both elementary and secondary schools, grouped in 8 parts: Part I - Terms and attendance, Part II - Teachers, Part III - Boards of Reference, Part IV - Trustees, Part V - Auxiliary Classes, Part VI - School Sites, Part VII - Penalties, Part VIII - Miscellaneous. Provisions applicable to both Public and Separate Schools were included in this Act.

The Secondary Schools and Boards of Education Act, in 5 parts, consolidated the Continuation Schools Act, High Schools Act, Vocational Schools Act, and the Boards of Education Act, one part being devoted to each, and Part V to secondary schools in general.

The greater part of the Report was devoted to a detailed account of the diverse activities of the Department outlined in the Report for 1953.

Legislation 1955.

Chapter 67. The Public Libraries Act amended:

- (1) to allow a Public Library Board to provide pensions and a system of sick leave credits for employees,
- (2) to require a municipality to raise money by debentures for library purposes.

Chapter 75. The Schools Administration Act of 1954 amended:

- (1) to extend the jurisdiction of a board to all such school activities as pertain to the welfare of the pupils,
- (2) to further define (a) "employee" in regard to pension, (b) conditions of admission to an auxiliary class.

Chapter 76. The Secondary Schools and Boards of Education Act of 1954 amended:

- (1) to further define "equalized assessments",
- (2) to provide for extension of a high school district,
- (3) to determine proportion of balance payable by others where one municipality assumes a larger proportion of debentures.

Chapter 78. The Separate Schools Act amended:

- (1) as to corporate name of the board of a Roman Catholic Separate School in territorial districts,
- (2) as to publication of notice of a by-law in regard to borrowing money.

Chapter 86. The Teachers' Superannuation Act amended as to:

- (1) powers of the Treasurer to make short term investments,
- (2) contributions by the Province,
- (3) revision of allowances for dependents under certain conditions.

Chapter 90. University of Toronto Act of 1947 amended re:

- (1) "Committee of Election",
- (2) Alterations to Constitution,
- (3) Composition of the Senate in view of the extension of university activities and responsibilities,
- (4) the office of Chancellor and how elected.

Report of the Minister, 1955.

The total number of pupils in the elementary and secondary schools in September 1955 was 1,038,176; an increase of 56,274 over the previous year. The resultant demand for increased staff was partially met by increased enrolment in the Teachers' Colleges, 3,139 students in September 1955, and in "Pre-Teachers' College" Summer Courses with 911 students in the First Year and 706 in Second Year. To meet increased demand for secondary school teachers an emergency summer course of ten weeks duration commenced on June 20th to be followed by a year's successful teaching and by a second summer course of five weeks. Initial enrolment was 418 students, all holding University degrees, many in Honour courses.

The building programme was stimulated to the extent of \$39,300,000 for 63,000 additional pupils in elementary schools and \$20,217,000 for 14,750 in the secondary schools.

Demands of industry for graduates of the Technical Institutes exceeded the supply. The Lakehead Technical Institute, Port Arthur, emphasizes forestry, mining, and first year university work; those of Mining at Haileybury and Textiles at Hamilton their own specialties respectively; the Institute of Trades in Toronto, in cooperation with the Provincial and Federal Departments of Labour, the preparation of apprentices; the largest, the Ryerson Institute of Technology in Toronto, a wide variety of courses including the training of engineering technicians.

The services rendered by the Public Libraries continued to expand through 251 public libraries, 231 library associations, 51 branch libraries, 14 county or district libraries, and boxes of books through the Travelling Libraries sent out to rural areas. Legislative grants amounted to \$865,000.

Classes in English and in the government, history, and geography of Canada designed for new arrivals from foreign lands, have been consistently encouraged by the Department with increasingly satisfactory results. In all, 17,549 persons have attended such classes conducted by school boards, voluntary associations, and the Community Programmes Branch.

In elementary education the plan for distribution of Legislative grants was continued with only minor alterations.

Larger units of administration in both public and separate schools continued to expand with only a few readjustments to meet changing conditions in population distribution. Pupil-transportation facilities and costs increased in proportion, and emphasized the need for the constant improvement in comfort and safety being effected by regulations and legislation. The six railway car schools on the three railways traversing Northern Ontario continued their services to the 143 pupils within reach of their nearly 800 miles of track through 24 regular stopping stations.



In the matter of curriculum minor changes and revisions of approved text books kept pace with progress in educational thought, and pamphlets were issued for the guidance of teachers and publishers. Noteworthy are a series of readers for schools in which French is a subject of instruction with the approval of the Minister.

A number of cross-Canada Educational Conferences were held during the year, attended by representative inspectors, superintendents, teachers, and trustees. Noteworthy was the first Canadian Conference of Deans of Education and Professors of Educational Administration and Supervision; chief needs stressed: (1) comparative study of programmes in education at degree-granting institutions, (2) a centre for advanced graduate study in administration and supervision, (3) greater financial aid for graduate students in these branches.

Legislation 1956.

Chapter 17. Department of Education Act amended in regard to agreements between the Minister of Education for Ontario and the Minister of Labour for Canada as to bursaries and scholarships.

Chapter 36. Lakehead College of Arts, Science, and Technology Act defined the objects of the College; the composition of the Board of Governors and their terms of office; their powers and duties and those of the Advisory Committees working in cooperation with them; their relations with the Ministers.

Chapter 73. Public Schools Act amended in regard to :

1. adjustment of claims between members of unions in the same township;
2. extension of time for return of assessment rolls and appeals from assessment;
3. order of business at school meetings;
4. right of individual to vote at election for public school trustees or on other questions;
5. right of ratepayers of a rural school section to provide for a local audit.

Chapter 80. Secondary Schools and Boards of Education Act amended in regard to power of a county council to include in a high school district a village with two continuation schools, and adjust assessment and taxation thereon.

Chapter 83. Separate Schools Act amended in regard to:

1. polling;
2. disciplinary powers of the teacher on the board.

Report of the Minister, 1956.

The sudden death of Dr. J. G. Althouse, Chief Director, on August 2nd, was a severe blow to education at the time of its greatest expansion. In the words of the Minister: "He was undoubtedly the greatest leader since the present system of education in Ontario was founded by Egerton Ryerson". To those who enjoyed the privilege of working intimately with or under him, however, he was more than that: even Ryerson's most enthusiastic biographers fail to convey a similar sympathetic appreciation of the efforts, earnest, if not always successful, of his subordinates.

Enrolment in both elementary and secondary schools continued to increase; the strain on staff was to some extent relieved through higher registration in Teachers' Colleges and summer courses, supplemented where necessary by Letters of Standing or of Permission, and by in-service courses to be continued or completed during succeeding summers. Attendance at Teachers' College on Carlaw Avenue has overflowed the new building and plans have been completed to serve the western area of the metropolis through a second College located in New Toronto. New buildings for the same purpose have been erected in Hamilton adjacent to the campus of McMaster University, and are under construction beside that of Western University, London; additional accommodation also, has been arranged for the University of Ottawa Teachers' College. Increase in pupil enrolment has been met by new classroom accommodation to the extent of \$37,700,000. for elementary and \$7,515,000. for secondary schools.

In all the Technical Institutes the demand for graduates has exceeded the supply. At Ryerson Institute a start has been made on the construction of modern buildings to replace the makeshift accommodation which grew up at the close of the Second World War. The curricula for the engineering technician courses in Electrical, Electronic, Mechanical, Metallurgical, Chemical Research and Instrumental Technologies, as well as the staff, equipment, and final examinations, have been approved by the Engineering Institute of Canada.

The Hamilton Institute of Technology, on September 1st, replaced the Provincial Institute of Textiles, with courses in Electrical, Electronic, Mechanical, and Textile Technologies. It was soon decided to duplicate the Ryerson courses for full-time students in place of an experimental first year course. The Textile Department continued its work with the generous support of the Industry.

Legislation was introduced establishing the Lakehead College of Arts, Science and Technology in place of the Technical Institute at Port Arthur, whose management and control was thus transferred to a Board of Governors established by the Act. Building was commenced on an 80-acre campus in the outskirts of Port Arthur. Courses offered include Arts, Applied Science, Commerce, Forestry, Forest Engineering, Household Science, Industrial and Cost Accounting, Prospecting, and Advanced Technical Classes. In any of these fields more advanced students may transfer to a university of their choice. The Provincial Institute of Mining completed 11 years of operation, providing personnel for engineering and survey departments of mines, for geological staffs, and mine, mill and smelter laboratories. The Provincial Institute of Trades continued to conduct classes for apprentices sent from the Department of Labour, for R.C.A.F. personnel in tele-communications, and for diploma courses in non-designated trades to a total of 3,484 students.

9 All Technical Institutes conducted evening as well as day-time classes. All the other activities directed, aided, or sponsored by the Department report similar growth in public support and popular appreciation.



Legislation 1957

Chapter 23. Department of Education Act amended (section 7):

Bursaries to teacher-residents of Ontario for study outside of the Province raised from \$6,000. to \$8,000.

Chapter 100. Public Libraries Act amended:

"Library Co-operative" defined; conditions as to formation of a "Regional Library Co-operative" - its management, regulation and control.

Chapter 101. Public Schools Act amended:

1. as to definition of "permanent improvements", consolidated school section" and "union school section";
2. as to powers of a county council to alter the boundaries of a township school area with consequent re-adjustment of assessment, taxation, and representation; such by-law to meet the approval of the Minister.

Chapter 110. Schools Administration Act amended:

1. as to declaration required from a newly elected school trustee of honest and faithful performance of his duties and oath of allegiance to the Sovereign;
2. as to power of a town or city to acquire land for expansion to a maximum of five miles beyond its current limits;
3. as to the right of school boards to a proportionate share of taxes levied by a municipality upon trailers or trailer camps for public, secondary, or separate school purposes.

Chapter 111. The Secondary Schools and Boards of Education Act amended as to:

1. powers of one or more municipalities within a territorial district in which a high school district has been established, to alter the boundaries of such high school districts, with the necessary re-adjustment of financial obligations.
2. distinction between members of boards of education who are trustees for both public and secondary school purposes and those for secondary school purposes only.

Chapter 112. The Separate Schools Act amended as to:

1. the right of a person to attend separate school,
2. borrowing powers of trustees.

Chapter 122. The Teachers' Superannuation Act.

1. Amended to include teachers in elementary and secondary schools, teachers' colleges, Provincial technical or polytechnical institutes, the Ontario College of Education, the University of Toronto Schools, the Ontario Schools for the Deaf and the Blind, Province of Ontario Correspondence Courses, the Royal Ontario Museum, the Lakehead College of Arts and Technology, any Railroad car schools, designated private schools which have fulfilled certain specified conditions;
2. amended to define conditions (a) for reinstatement after withdrawal from profession, and (b) for claims under "part-time employment".
3. amended as to credit under Public Service Retirement Fund or Public Service Superannuation Fund.

Report of the Minister, 1957

Enrolment in both elementary and secondary schools continued to mount at an unprecedented rate to 1,174,642, almost double that of a decade ago. Demand for increased accommodation and teaching personnel rose proportionately, but the latter was partially met by higher enrolment in the Teachers' Colleges and by the response to summer courses aimed at both elementary and secondary teaching; this was supplemented where necessary by Letters of Permission granted to approved persons with training or experience elsewhere than in Ontario. To promote the in-service development of teachers a Professional Development Branch was organized in the Department which, through Assistant Superintendents in both elementary and secondary education, could give special assistance to inexperienced teachers.

The tendency of boards of township school areas to own and operate buses to central schools increased, and at the same time, through similar expansion in the Districts of Northern Ontario, it was possible to reduce the six Railway School Cars to five, with 20 stops for a total of 103 pupils. During intervals between visits follow-up assignments are given for home study.

The O. E. A.-Kellogg Project for support of interprovincial educational leadership was continued by the Canadian Education Association and attended by representatives from inspectors, superintendents, Trustee Associations, Teachers' Federations, Home and School and Parent-Teachers' Federations, with the addition of a representative from the Northwest Territories and Indian Schools respectively. A short course was held at the Ontario College of Education, Toronto, in the summer of 1958.

The value of post-secondary schools continued to be evident. The Eastern Ontario Institute of Technology opened in Ottawa in September, 1957, offering first-year courses in Electrical, Electronic, and Mechanical Technologies. These, and advanced evening classes, are parallel with those of Ryerson Institute, allowing transfer thither in case of need. At the Hamilton Institute the general first-year course was discontinued and courses similar to those in Ottawa substituted. New laboratories, equipment, and supplies were provided by the Department of Public Works. Courses in Textiles were continued.

On August 1st, 1957, the Lakehead College of Arts, Science, and Technology replaced the former Technical Institute and the Department relinquished responsibility for the direct operation of the establishment. Full-time day enrolment was: University Division, 75; Technical Division, 48; total day enrolment, 123. An addition to the Provincial Institute of Mining should be completed by September 1958; since its opening in September 1945, it will have graduated some 450 much-needed personnel for engineering and survey departments of mines, for geological staffs, and for laboratories. Besides those employed in Ontario, a number spread to mining areas in Quebec, Newfoundland, New Brunswick, Saskatchewan, the Yukon, British Columbia, the United States and Central and South America. The Provincial Institute of Trades showed increased registration which has necessitated a reconstruction building programme with increased accommodation and improved heating, ventilation, and parking facilities.

The Ryerson Institute of Technology, now in the tenth year of its operation showed a registration of 2,160 for day-time and 4,265 for evening classes.

Experience and the demands of a technological age have brought about a reduction in the number of courses offered and greater emphasis and higher standards in others. The Association of Professional Engineers of Ontario is now prepared to certify certain groups of graduates as Engineering Technologists, Group 1, after one year's professional experience. A series of new buildings is nearing completion and plans are now ready for others, an indication of the constantly increasing enrolment.

Other activities of the Department covered in the Report include consistent revision of the curriculum and textbooks, including those for French-Speaking pupils, Agriculture and Art in both elementary and secondary schools, school broadcasts, film libraries and projectors, and out-of-school instruction of teachers in their use. The first five-week course for teachers of Auxiliary Education was held during the summer and greater efforts were made to extend these services to local communities as well as the larger centres. Itinerant auxiliary teachers visit smaller urban and rural communities to assist local staffs in helping handicapped and retarded children. Legislative grants are paid also to 43 parents' groups affiliated with the Ontario Association for Retarded Children to supplement the sums formerly contributed only through local charitable collections. Since 1954 inspectors have assumed responsibility for the organization and inspection of auxiliary classes in their inspectorates, and local authorities that of discovering the needs in their respective areas.

Similar de-centralization of services is practiced by the Community Programmes Branch through its nine district representatives. There are available special advisors in the fields of arts, crafts, recreation facilities, social recreation including that for elderly people, puppetry, and programmes in rural areas, and loan services in films, drama, music, and reference books in related subjects. Leadership-training courses were conducted in various centres during the summer, including those in nature study. In Citizenship Education experiments are being conducted in new language-teaching methods with especial reference to their application to Hungarian refugees. The Branch works in cooperation with all Departments of Government and with voluntary Organizations concerned with its widespread activities.

Correspondence courses continue to assist those unable to attend school or living outside of Ontario, an increase being noted among adults and those at the secondary school level. Services are free to bona-fide residents of Ontario.

Financial assistance to deserving students continues to increase through Dominion-Provincial Student Aid Bursaries and transportation grants to those residing in the territorial districts, and for Provincial scholarships for study outside Ontario.

Special reports cover Guidance, Music, the Schools for the Deaf and the Blind, Physical and Health Education, Public Libraries, the Archives, Attendance, and Trade Schools; the last-named are privately owned and operated but subject to regulation under Provincial legislation.



1958 Legislation.

Chapter 75. Ontario School Trustees' Council Act amended in regard to composition of council and case of third representative.

Chapter 97. Schools Administration Act amended in regard to:

1. Definition of "itinerant teacher", leave of absence due to illness or dental condition;
2. provision of principal and adequate number of teachers, and appointment of supervisory officer;
3. inspection of books and accounts of a school board;
4. biennial election of trustees where municipal council elected similarly;
5. extended definition of "school sites";
6. payment of trailer fees to boards in unorganized territories, and reports of arbitrators.

Chapter 98. Secondary Schools and Boards of Education Act amended in regard to Boards of Education of High School districts in unorganized territory; qualifications of members, powers and duties of board; issue of debentures; apportionment of costs; assessment and rates; arbitration or appeals to Municipal Board.

Chapter 99. Separate Schools Act amended in regard to:

1. Minutes of board meetings to Inspector;
2. provision of accommodation and legally qualified teachers; monthly payment of salaries.

Chapter 109. Teachers' Superannuation Act amended in regard to minor points of interpretation e.g. former salary, credit for part-time employment, service in private schools.

Report of the Minister, 1958

The Report of the Minister for the year 1958 stressed the phenomenal growth of the services provided during the decade by the Department and school boards. Legislative grants had risen from \$35,000,000 in 1948 to \$128,168,000; school boards, with Provincial help, had been compelled to increase accommodation for 650,000 pupils at a total cost of half a billion dollars. The school population, for a number of reasons, had risen out of proportion to the increase of that in the Province at large: in the elementary from 571,459 to 1,027,598; in the secondary from 125,234 to 222,075. An important factor was the success in pupil-transportation to central schools in all seasons of the year, the cost of which had grown from \$2,400,000 to \$9,300,000. All of this inevitably made undreamed of demand upon the teaching and supervisory staffs, met by increased teacher-training by means of summer courses, in-service training, internship in supervision, extension of qualification to experienced teachers from beyond the Province as well as of capital expenditure on expansion of Teachers' Colleges; all of this, of course, was at a time when general prosperity, wages, and capital and living costs were advancing in an unprecedented degree.

Among services worthy of especial mention are listed:  
Programmes for gifted children and its counterpart, those for the handicapped;  
Technical training beyond the secondary level as well as in trades;  
Progress in adaptation of curriculum and textbooks to local and individual needs including those of French-speaking pupils;  
Increased Student-aid to offset poverty or isolation as well as to encourage higher educational standards;  
Cultural facilities and Community Programmes in recreation, healthful activities, leadership and citizenship for both adolescents and the mature;  
Library services and the Archives;  
Guidance in the schools towards trades and professions.

In view of an expansion of the responsibilities of the Department undreamed of in Ryerson's day the nineteenth-century Reports of the Minister would be totally inadequate to present the complete story of the year's proceedings. The second part of the Report has for years, therefore, adopted the modern device of presenting full information by means of charts and statistical tables of which there are no fewer than ninety-one.

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